

Jimma University
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MA in Teaching English as a Foreign Language (TEFL)

**A study of the Factors that Affect Students' Achievement and
Attitude in Learning Speaking Skill: Grade 10 Students of Mida
Model Service Higher Education Preparatory and General
Secondary School in Focus**

By
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**A Thesis Submitted to in Partial Fulfillment of the Requirements
for Masters of Arts in TEFL**

November, 2019
Jimma, Ethiopia

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Abstract

The purpose of this study was to investigate the factors that affect Students' achievement and attitude in learning speaking skill on Grade 10 Students at Mida Model Service Higher Education Preparatory and General Secondary School. The researcher used descriptive survey research design and both quantitative and qualitative research methods in data analysis. The main data gathering tools were questionnaire (close ended and open ended) and interview (semi-structured interview). Totally, 95 student participants were selected for questionnaire and 5 teachers for interviews were selected through simple random sampling and availability sampling techniques respectively. A close ended questionnaire was analyzed by using SPSS (Scientific Package for the Social Sciences) in terms of frequency, percentage, mean and standard deviation. For this purpose, the study specifically showed the findings that the factors that affect students' achievement were instructional material, classroom environment and psychological (health) related factors. In addition, topical knowledge, personal attitude, teachers' personality, lack of willingness, teachers-related factors and so forth were investigated clearly under the factors that affect students' attitude in learning speaking skill. Furthermore, the findings result clearly showed that achievement and attitude had strong positive relationship with each other in learning speaking skill. Thus, it is recommended that for any concerned bodies like syllabus designers, educational psychologists, students, teachers, school and district administrators and parents to fulfill important teaching materials, recruit educational psychologist, use appropriate teaching methods and attend their L2 classes properly to improve the factors that affect students' achievement and attitude in learning speaking skill at Midi Model Service Higher Education Preparatory and General Secondary School.

ACKNOWLEDGEMENT

First and for most, I would like to say thank you to my Almighty of God for Him allowed me to finish my study successfully. Then, I would like to express my sincere thanks and deep gratitude to my Advisor, TekleFerede (phD Associated professor in ELT) and Dr. TeshomeEgere for their incredible feedback and constructive comments throughout my thesis

Secondly, I am grateful to the encouragement and care that my soul mate, W/ro AlemeworkSisay rendered throughout my study that I feel indebted a lot to her priceless sacrifice in the shouldering responsibility.

I am also grateful to Mida Mode Service Higher Education Preparatory and General Secondary School English Language Teachers and Grade Ten Students for their willingness and cooperation during my study.

My thanks also go to my respectable and beloved mother SerkeAbera and my father ShumyeDagne. Furthermore, My thanks to my brothers AbebeShumye, AbatShumye, YaredKefelegn and to my sister EtagegnShumye, EgochaShumye, and SenaitShumye (colossally) for their continuous moral encouragements, financial and material supports from the beginning up to the end of my thesis.

Finally, I would like to thank for my closest friends: MelesewTekle, W/yohannisBekele, EyuelFantahun, TesfahunAbebe and BeleteArgaw for their various contributions for my successfulness.

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LIST OF ABBRIVATIONS

GMT Grammar Translation Methods

KG Kinder Garten

L2 Second Language

SPSS Statistical Package for the Social Sciences

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Speaking skill has no single definition in the views of language scholars. For instance, according to Brown (2000, p.140) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. So, speaking is the ability to express opinions, thoughts, facts and feelings to the otherpeople and even to oneself. In addition, in speaking, the students learn how to organize ideas, arrange sentences, and express language in a spoken form with good pronunciation and the use of comprehensible language. Learners consider speaking as the most difficult skill since it needs great courage as well as preparation to speak well in the new language. Regarding this, Brown (1991, P.172) says speaking has five components namely: grammar, vocabulary, fluency, pronunciation and comprehension.

Achievement is the result of certain activities that has been done and created both by individuals or groups (Djamara, 1994, p.19). Hence, in order toachieve better in some fields, someone needs a great efforts and commitments because it is not a result of mere activities. Now days, students' achievement is become the hot issue regarding in learning speaking skill. It is also important to realize the factors that affect the students' achievement in learning speaking skill. Unless an investigation is madeon students problem in learning speaking skill the problems of achievement are remained intact.

In addition, achievement is the competence of a person in relation to domain of knowledge and the mastering of much concepts and principles; important facts; propositions and skill, (Seeman, 1981, p.401). Thus, it implies that achievement in learning speaking skill demands critical understanding of some facts, information, and rules which leads to successful events in a certain circumstance. Simultaneously, domain of knowledge includes model of task and linguistic competence. Thus, it is important to set steps, set of end goals and the process used to complete a set of texts. As a result, to be good achiever in learning speaking skill students need some necessary mastering skill of speaking, principles and integrated knowledge of languages.

The term attitude is a French term that originated from the Italian word “attitudine” and from the Latin “aptitudo” and “aptitudinis” meaning that opinion, behavior and perception (America

Heritage Dictionary of Language, 2000&Venes 2001). So the term attitude is directly related to psychological activities. Furthermore, the term attitude has many definitions by language scholars. For instance, according to Venes (2001, p.189) attitude is a behavior based on conscious or unconscious mental views developed through cumulative experience. This implies that it is the result of learned or unlearned behavior to develop certain ideas about something. In addition, attitude has many functions in teaching-learning processes. Among these: it is important for enhancing of knowledge, adaptive, ego-defensive, and self-expressive. Even if it has a great contribution to language learners to reshape their perception towards in learning speaking skill, learners' attitude have a certain problems in learning speaking skill.

Moreover, some attitudinal factors can affect learners in learning speaking skill; especially it concentrates cognitive-behaviors. For instance, Lai (2011, pp.2-3) points out that some approaches to attitudinal factors can influence students learning speaking skill on cognitive behaviors (monitoring and use of strategies) and non-cognitive aspects i.e. perceptions, beliefs, and attitudes or both. Thus, it is clear that attitude is highly connected with cognitive process in learning speaking skill. On the other ways, Fraser (2002, 2007) and Kolb and Kolb (2005) state that learners' attitude in learning speaking skill can be challenged by state of stimulus and supportive environments. It infers that environmental situations and stimulants have the power to create impact on learning speaking skill.

The researcher will conduct A Study of the Factors that Affect Students Achievement and Attitude in Learning Speaking Skill: Grade 10 Students' of Mida Model Service Higher Education Preparatory and General Secondary School. In this school, learners are encountered by numerous factors that harness their achievement and attitude in learning speaking skill. As the researcher has taught for many years in this school and having clear exposure with the learners; so they are not eager and as well as the problem of achievement and attitude in learning speaking skill are still exist together with them. Moreover, students' achievement and attitude in learning speaking skill can be affected by different factors. According to Seeman (1981, p.401) states that students' achievement and attitude in learning speaking skill can be influenced by external factors such as learning styles and strategies, classroom conditions, teachers- related factors and so on. Motivation, stress, anxiety, and fear are internal factors that affect learners' achievement and attitude in learning speaking skill. In general, Inal, et al. (2003) asserts that identifying

the students' achievement and attitude in learning speaking skill are very important for both learners and academicians. Therefore, knowing the students' achievement and attitude in learning speaking skill are important for educational program designers.

1.2. Statement of the Problem

As one of the basic language skills, speaking requires communicative competence along with pronunciation, grammar, vocabulary, fluency, accuracy, and comprehension skill (Brown, 2000, P.169). Learning speaking skill becomes a difficult task for students that they may face numerous challenges during the teaching-learning processes. Students are unmotivated when they learn speaking in the classroom.

During the Grammar Translation Method (GMT), writing and reading were the most important skills but speaking and listening skills did not get emphasis. On the other hand, nowadays, speaking skill has got a warm acceptance as the other skills. Ur (2000) states of all the four skills English language speaking skill is the most important one that is very necessary for the effective communication skill. Both in and outside the classroom situations, speaking has a great contribution for learners with the integration of the other language skills.

Even though learners' achievement and attitude in learning speaking skill is so poor, the speaking skill is very crucial as other skills. . For instance, at Mida Model Service Higher Education Preparatory and General Secondary School, learners have poor record of achievement in learning speaking skill. Likewise, the students' attitudinal perspective towards in learning speaking skill is not inspirational, motivated and planned. Moreover, students are passive to practice speaking skill in the classroom. When students have not shown willingness to practice speaking skill mentally simultaneously their speaking achievement will not be better. Because of this, if someone has low achievement in learning speaking skill, his/her attitude towards learning speaking skill will become weak. As the researcher teaches in this school and grade level the learners mind set up and behavioral attitude are not positioned interestingly for achieving and to develop their attitude towards learning speaking skill as it is observed.

Even many students are so reluctant to learn it because the learners assume that speaking is so difficult that demands good flow of ideas and coherent text. In nature the students have feeble

attitude to practice speaking skill with their classmates. Subsequently, the students have poor know how about how much speaking is important. Sometimes, when the speaking lesson is taught in the classroom, the students are not eager to pay their real attention to learn it attentively as they did for grammar lessons.

Due to these reasons, learners are unable to demonstrate their opinions on the right ways as a little bit as they can do. Furthermore, to be good achiever in learning speaking skill attitude can be one of a potential factor for learners' achievement. Because once they believed that speaking is difficult to produce complete speeches for the audiences. Beside, learners learning speaking skill achievement are so poor because when the researcher watches their achievement in the class it is so bad and sluggish achievement. Likewise, when the learners learn speaking in the form of group works, pair works, and jigsaw and in some oral presentations they have poor achievement. Unfortunately, majority of students cannot construct a grammatically constructed ideas, opinions and facts during the classroom practice time. As Richard (2008) states that speaking is one of the productive skills where this aspect becomes a parameter of successful in teaching- learning processes. It clearly assured that most students are not a little bit successful or good achiever in learning speaking skill in this school. If so, learners cannot do this, it is the result of learners is fainted attitude towards learning speaking skill in the classroom context.

And then, in Mida Weremo Woreda there is no an investigation that has been conducted on the factors that affect students' achievement and attitude in learning speaking skill. Hence, in this study an attempt will be made to study the factors that affect students' achievement and attitude in learning speaking skill.

Even though learners in Ethiopia have commenced learning English language since elementary level (from KG-4), they are not successful and have not good attitude in learning speaking skill. Likewise, the students do not have well organized and motivated to develop their attitudinal perspective towards learning speaking skill. At Mida Model Service higher Education Preparatory and General Secondary School majority of students have too low experience of achievement and attitude in learning speaking.

Bruk Assefa (2000) who conducted a research particularly it focuses on the "factors that affect learners' achievement in learning speaking skill" at Bale Robe Teachers College in Bale Zone

Oromia Regional State. On this problem, the former researcher findings depicted that the common factors that affect students' achievement are fear of mistake, lack of basic skills, poor speaking background, and lack of vocabulary knowledge and so on. However, on this problem the current researcher will try to unveil on the factors that affect students' achievement are of lack of motivations, anxiety, and psychological or health related factors, instructional material teaching classroom environmental factor and so forth.

On the other hand, according to Tella (2007) studied on the factors that affect learners' attitude towards learning speaking skill. His findings unveiled that feeling of shy and keeping silent during classroom activities are the major factors that affect learners' attitude in speaking skill; but now the current researcher will attempt to find out psychological(health) problems, stress, parental problems, teachers personality and so forth.

Overall, in this school, regarding students' achievement and attitude in learning speaking skill students are not willing to practice speaking skill and are not interested to learn speaking skill through group work, pair work, and individual oral presentation. In addition, students do not have clear awareness how much speaking skill is important for their future educational career achievement. Psychologically, they are also weak to develop speaking skill either in the classroom or outside the classroom situations.

1.3. Research Questions

The following leading questions were addressed in this study:

1. What factors that affect grade 10 students' achievement in learning speaking skills?
2. What are the factors that affect students' attitude towards learning speaking?
3. Is there any relationship between the factors that affect students' achievement in speaking and the factors that affect students' attitude towards learning speaking skill?

1.4. Objective of the Study

1.4.1. General Objectives

The general objective of this study was to investigate the factors that affect students' achievement and attitude towards learning speaking skill in focus on grade 10 students at Mida Model Service Higher Education Preparatory and General Secondary School.

1.4.2. Specific Objectives

The study specifically intends to:

- ✓ identify the factors that affect learners' achievement in learning speaking skills;
- ✓ find out the factors that affect learners' attitude towards learning speaking skills;
- ✓ ascertain if there is correlation between achievement and attitude in learning speaking skill;

1.5. Significance of the Study

This study had a significant contribution to make an important progress on grade 10 students' achievements and attitudes in learning speaking skill. It is also important to identify the teachers' teaching methodological practices. Furthermore, other researchers would use it as a reference for further studies; to enhance mechanisms for students' achievement and attitude towards learning speaking skill. In addition to these, it is important to promote awareness for subject teachers; department head and to distinguish the area of the problem.

Besides, it might help the school administrators to set or accomplish educational goals to enhancing students speaking skill. Likewise, grade 10 English language teachers might obtain an input and consider stiff mechanisms and activities to promote and create awareness for their students' achievement and attitude in learning speaking skill.

1.6. Delimitation of the Study

This study specially focused on a Study of the Factors that Affect Learners' Achievement and Attitude in Speaking Skill on grade 10 students' at Midda Model Service Higher Education Preparatory and General Secondary School, which is found North Shoa Zone MiddaWeremoWoreda atMeragna town. It is about 230 Kms from our capital city of Ethiopia, Addis Ababa and 190Kms from the Zonal town of DebreBirhan. The researcher selected this school for the study area because he taught at this school more than seven years. So, it is an ideal place for the researcherwhile the data gathering system was conducted operationally. The investigation was only limited in this school of town in 2011/2019 academic year.

The participants of the study were restricted on grade 10 students and to all of grade 10 English language department teachers because the researcher had trust that enough information were collected from these pupils and teachers. In addition, ten percent of populations from the students are taken as participant the sample.

This studyconducted to investigatethe factors that affect learners' achievement and attitude inlearning speaking skill on grade 10 students. The factors for this problem could be many and all the factors cannot be treated by this study. As it was aforementioned earlier, this study were emphasized on students' achievement and attitude in learning speaking skill such as students-related factors, topical knowledge, and feedbacks during speaking activities. Moreover, anxiety, motivation, self-confidence, mother-tongue influence and linguistic components were the major factors that affect students' achievement and attitude in learning speaking skill.

1.7. Limitations of the Study

The study conducted at single secondary school so the findings might be difficult to generalize other secondary school. In this research, the learners might not volunteer to complete the questionnaire honestly and responsibly. In addition, during the interview questions the interviewees might not provide the most expected genuine data.

1.8. Organization of the Study

This study has five chapters. The first chapter comprises introduction, background of the study, statement of the problem, research questions, objectives, significance, delimitation, and limitation of the study. Whereas chapter two and three dealt about review of literature, research methodology and design, population and sampling techniques, data collection instruments, procedures and method of data analysis respectively. Lastly, chapter four and five included data analysis, discussion of the results, summary, conclusions and recommendations consecutively.

1.9. Operational Definitions

Factor: An obstacle that influence the students' achievement and attitude in learning speaking skill activities.

Affect:A person or thing that influence, change or alter the mind of students in learning speaking skill.

Achievement: The students result, outcome and accomplishment in learning speaking skill after a long processes.

Attitude:A psychological construct, a mental and emotional entity that inheres in, characterizes of a person in learning speaking skill.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Definitions of Speaking

Reviewing previous research related to defining speaking, it was noticed that two main approaches are adopted to define speaking, the bottom-up and the top down approach. Explaining the bottom up view, Bygate (1987: 5-6) points out that traditionally the focus in speaking was on motor perceptiveskills. Within this context, speaking is defined as the production of auditorysignals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way of languagespecific principles to form meaningful utterances. This approach is adopted by audio lingual. Eventually, in terms of teaching speaking, the bottom-upapproach suggests that we should start with teaching the smallest units- soundsandmove through mastery of words and sentences to discourse (Cornblee&Carter, 2001: 18).

2.2. Major Factors that Contribute to Achievement and Attitude on learning

Speaking Skill

Factors that related to students achievement and attitude in learning speaking English languages are numerous. Based on their influences, they can be categorized in to speaking learning language skills. Therefore, in this study reviewed theses factors that affect achievement and attitude in English learning speaking language. The factors have discussed one by one in detail below.

2.1.1. Student Related Factors

The teaching and learning processing general requires the active participation of different stakeholders like teacher, student parents, and educational leaders and so on. Therefore, there are a lot of factors that affect student`s achievement, either positively or negatively. As it has stated earlier, the main objective of learning language is effective communication. Thus, there are several student related factors that negatively affect their language learning. But among these,

the researcher has reviewed /from research findings only attitude, motivation, anxiety and learning style and strategy.

2.1.2. Attitude of English language Learner`s toward Learning English

Attitude refers to the set of beliefs that learner hold towards members of the larger group and also towards his own culture (Brown, 2000). Therefore, language attitude is important concept because it plays a key role in language learning. For example, researchers conducted by Gardner (2001, 2002) about attitudes and motivation as determinant factors in language learning. Different researchers agreed up on that positive attitude facilitate the learning process, though attitude does not determine the behavior, Khana and Agnihotri, (1994).

In education, attitudes are considered both input and output since they have a positive correlation with success in learning the second language and they facilitate learners` motivation to learn the language, (Gardner and Trembly, 1994). Moreover, they added that individual attitudes towards the language that they learn meet important needs as they satisfy certain functions such as achieving high grades in language learning.

2.1.3. Students` Motivation to Learn English Language

Regarding poor motivation, Murray and Christenson (2010) stated that many students think English is a school subject and they do not see its significance for their prospective employment. On the contrary, in addition to a positive attitude of the English language learners towards English language learning towards English language learning, either intrinsic, or extrinsic motivation is necessary for successful achievement. Motivation is the most used concept for explaining failure or success of a learner. Also motivation has been regarded as one of the main factors that influence the speed and the students with higher levels of motivation will do better than students with lower levels of motivation. He further added that if one is motivated, he/she has reasons (motives) for engaging in the relevant activities.

In other aspect, Elliot, Kratochil and Cook (2000), see motivation as an internal state that arouses to action, pushes us in particular directions, and keeps us engaged in certain activities. They also added that learning and motivation are equally essential for performance and they enable us to acquire new knowledge and skills. Furthermore motivation provides the impetus for showing

what we have learned, and that more motive learner achieves higher levels, but Harmer (2004) cautioned by the attitude of a number of people.

In teaching, motivation is one of the factors that influence success or failure in learning of a language, particularly a second or a foreign language, Gardner, (2006). In the same way Petty (1998) argued that if students do not want to learn, their learning efficiency will be show such that they may learn virtually nothing, and if you know how to motivate students, you can highly increase their learning. Apart from motivation and attitude, researchers show clearly that home environment has a part to play in students` poor performance in schools, Suleiman (1999), Mapuri, (1999).

Stephen Krashen (2002) hypothesized the affective filter` that consists of various psychological factors, such as anxiety, motivation and self- confidence which can strongly enhance or inhibit second language acquisition. In addition to this, he contends that learners with motivation, self-efficacy, a good self-image, and a low level of anxiety are well equipped for success in second language acquisition. In relation to this, Melaka, (2001) has conducted a research on motivational problems in teaching – learning English as a second language at high school level with a particular reference at 9, 10 and 11 grade standards in Brazil.

2.2.4. Learning Styles and Strategies of EFL/ESL Learners

According to Rebecca (2003), learning styles and strategies are among the main factors that help to determine how and how well-our students learn a second language or foreign language. To clear the terms second and foreign language, they have defined as follow. A second language (L2) is a language studied in a setting where that language is the main vehicle of every day communication and where abundant input exists in that language. Whereas, a foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where in put in that language is restricted. Positive attitude and good motivation are not guarantee for the successful achievement of English language learners rather they should have their own learning style and strategy that facilitate their academic achievement. Let us review what does mean learning style and strategy and how they could affect students` achievement below.

Learning style and strategy are two sides of one coin because they are interrelated each other in the teaching and learning process. Therefore, they are defined by different scholars differently but their idea is the same. Among these, let us see some of them as follows.

Learning styles: they are the general approach for example, global or analytic, auditory or visual-what students use in acquiring a new language or in learning any other subject. These styles are the overall patterns that give general way to learn contents and master skills (Cornett, 1983). In addition the above, Kinsella (1995) cited in Rebecca (2003) defined style as it is more general term that being an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. These styles appear to be relatively stable and will be developed by individuals regardless of the subject being studied or the skill being mastered.

Based on this, there are numerous ways of characterizing learning styles. Christison (2003) cited in Rebecca (2003) distinguishes between cognitive style (field dependent versus field independent), analytic versus global, reflective versus impulsive, sensory style (visual versus auditory versus tactile versus kinesthetic), and personal styles (tolerance of ambiguity tight brain versus left brain dominance). At the same time, Oxford (1993) has conducted a study on the issue of learning style and strategy and categorized them as: visual versus auditory (the use of physical senses for study and work), extroversion versus introversion (dealing with other people), intuitive random versus concrete-sequential (handling possibilities) closure-oriented versus open (approaching tasks), global versus analytic (dealing with ideas). Therefore, it is important for learners to identify these learning styles and recognize their strengths and thus expand their learning potential. She also notes that once learners are aware of their own learning styles, it enables them to adapt their learning strategies to suit different learning tasks in particular contexts. They can take advantages of their learning styles by matching learning strategies with their styles; similarly, they can compensate for the disadvantages of their learning styles to balance their learning by adjusting with learning strategies.

Learning Strategies: They are the specific mental and communicative procedures that learners employ in order to learn and use language Chamot, (2005). Every task and exercise will be underpinned by at least one strategy, although in most classrooms learners are unaware of these strategies. Furthermore, Weinstein and Mayer (1986) cited in Felder (1995) stated that the goal

of learning strategies is to affect the learner's motivation or affect state or the way in which the learner selects, acquires, organizes, or integrates new knowledge, content, and skills. Learning strategies enable students to take more responsibilities of their own language learning and personal development. Therefore, learners' proactive contribution to enhancing the effectiveness of their own learning is essential in developing skills in learning –how- to- learn and get contents.

Besides of the above, Oxford (1990a), draws a distinction between direct and indirect strategies. Direct strategies include memorization, analyzing, reasoning, and guessing intelligently. These are specific procedures that learners can use to improve their language skills. Whereas, indirect strategies include things such as evaluating one's learning and cooperating with others.

Incorporating a learning –how to-learn dimension into language pedagogy has been argued for in a range of pedagogical context and situations. For example, Nunan (1997) in his overview of research into learning-how-to-learn, argues that knowledge of strategies is important, because the greater awareness you have of what you are doing, if you are conscious of the processes underlying the learning that you are involved in, then, learning will be more effective. Literature shows that learners who are thought the strategies underlying their learning are more highly motivated than those who are not. It has also shown that not all learners automatically know which strategies work best for them. For this reason, explicit strategy training, coupled with thinking about how one goes about learning and experimenting with different strategies can lead to more effective learning. Moreover, Cohen (1998) also advocates the incorporation of learner strategy training into learning programs. This implies that the students have different learning styles and strategies that preferentially take in and process information such as by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teachers' teaching methods also vary. For example, some teachers lecture, others demonstrate or lead students to self-discovery; some focus on principles and others on applications: some emphasize memory and others understanding.

However, when mismatches exist between learning styles of the most students in a class and the teaching methods of the teacher, the students may become bored and inattentive in class, do poorly on tests, and get discouraged about the course, the curriculum, and themselves. As a result, teachers confronted by low test grades in learning speaking skill, unresponsive or hostile

classes, poor attendance, and student (making things even worse) or begin to wonder if they are in the right profession. To overcome these problems, teachers should strive for a balance of instructional methods. If the balance is achieved, all students will be taught partly in a manner they prefer, which leads to an increased comfort level and willingness to learn, and partly in a less preferred manner, which provides practice and feedback in ways of thinking and solving problems which they may not initially be comfortable with but which they will have to use to be fully effective professionals Felder (1995).

Generally, it has stated that teacher can affect teaching and learning process either positively or negatively in many ways. Then, the teachers' pedagogical skill is mentioned as the factors that contribute to students' low achievement on English language when he/she used inappropriate teaching methods that could not go with students learning styles and easily cope with their learning strategies. Therefore, first of all, teachers should understand their students learning styles and use appropriate teaching methods that help students easily to take new contents and mastered skills through their learning strategies.

2.2.5. Anxiety

Anxiety in simply speaking, it is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with arousal of the automatic nervous system Horwitz (1986), cited in Cui (2011). Different psychologists usually classified it into three namely trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety, as Scovel (1978) cited in Cui (2011) noted that it refers to a more permanent predisposition to be an anxious while state and situation-specific anxiety are usually experienced in relation to some particular event or situation.

Based on the above definition, we can state a number of sources for anxiety. This include the number of achievements per day, time limited for the test, time arrangement, cheating, and so on. In second language acquisition or foreign language learning, there are different affective factors, such as attitudes, motivation and anxiety that were thought to account a lot for language learning out comes. Anxiety, as a very important affective factor, has been considered very important Brown, (2000).

The effect of anxiety on learning is an important insight to which the difference between debilitating and facilitative anxiety. According Krashen (1985, cited in Cui (2011) held in his affective filter hypothesis that high anxiety will prevent input that learners receive in the classroom from reaching the language acquisition device. Gardner (2002) compared more relaxed learners, with those anxieties and found it more difficult to express their own views and tend to underestimate their own abilities. He also found that in the three stages of language acquisition, that is input, processing, and output, anxiety and learning achievement are negatively correlated. On the contrary, the other studies results denoted that there was no relationship between anxiety and learning achievement. So based on these studies it can be seen that the relationship between anxiety and achievement is probably not a simple linear one. It may be influenced by some other factors, such as culture and learners` proficiency.

In addition to the negative effect of anxiety on language learning and performance, anxiety has occasionally been found to facilitate language learning. Anxiety in its debilitating and facilitating forms, serves simultaneously to motivate and to warn the learners. Facilitating anxiety motivates the learners to fight the new learning tasks; it gives the learner emotionally for approach behavior whereas debilitating anxiety, in contrast, motivates the learner to flee the new learning tasks, it stimulates the individual emotionally to adopt avoidance behavior, Scovel, (1991), cited in Solomon, (1995).

Most of the researcher`s on; language anxiety have revealed the fact that anxiety can impede foreign language achievement and its production. According to Campbell and Ortiz (1991) cited in Solomon, (1995), almost one half of all language students experience a starting level of anxiety. Language anxiety is experienced by learners of both foreign and second language and poses potential problems because it can interfere with the acquisition, relation, and production of the new language.

2.2.6. School Related Factors

Based on the researcher intention school itself has its own positive or negative impacts on students` achievement on learning speaking skill. Because most the time teaching and learning process takes place in the school achievement. The school can affect students` achievement on learning activities by physical settlement or facilities. For instance, it has reviewed such as classroom conditions, instructional materials, medium of instruction, the impact of leadership,

and facilities like library below. Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners, Lumuli, (2009).

2.2.7. Classroom Conditions

Classroom is a place where teaching-learning process takes place. Therefore, classroom is the major factor that influences the teaching learning process. In Ethiopia, several schools tend to suggest that teaching-learning in relatively small class size is more effective in terms of student academic achievement than large class size or overcrowded classroom. Among other things, according to Tekeste (1990), overcrowded classes are the fundamental causes for the decline in quality of education in Ethiopia today. He also added that in large class size, there is little time to give the students individual help and for sharing experience.

Moreover, classroom activities become limited and the process of the whole class could be slowed down, Harrison, (1962). Hence overcrowded classroom have negative influence so far as the academic performance of students is concerned on the part of the teacher, to recognize individual differences in the classroom and assist students according to their pace, optimum size of student population in a classroom is essential for providing equality of education opportunities to students at the classroom level, Azeb, (1984). She also stated that this is realized when the teacher notices that each student is entitled to the teacher`s attention, help and guidance according to their needs and acts accordingly. In a large class room size marking home and class work becomes difficult. Thus, class size may have inverse relationship with the academic performance of students.

According to Henry, 1988) cited in Zewdu (2014) classroom is much more it is a setting, an area or stage, if we like, for action, a place where teaching and learning are supposed to be going on, but where much else occurs as well. What really makes a classroom a place where teaching and learning are supposed to happen in the conjunction of teacher, student and activities.

However, when we take the classroom within the context of the physical, it is a room that is adequately to catch up to 40 students in the Ethiopian secondary school context. It is a room that is adequately ventilated, lightened and only spaced for 40 students at once, MoE., (1995).

Moreover, a well building with transparent glasses floor is the minimally standardized classroom to keep quality of education in Ethiopia secondary schools.

2.2.8. Instructional materials

In addition to classroom conditions, the academic performance of the learners can be affected by a number of factors in any levels of school. Among them the availability of instructional material is common. Different research findings reveal that instructional materials such as text book, newspaper, audio-visual aids, pedagogical center, modules, reference books, magazines, and other equipment are crucial in facilitating effective language learning. Moreover, instructional materials are important ingredient in learning, and the intended curriculum cannot easily implement without them. They provide information, organize the scope and sequence of information presented, and provide opportunities for students to use what they have learned, Lockheed, (1991).

Teaching materials are very important in the whole process of teaching and learning to any subject. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless responses from students, Nyamubi, (2003). In addition, Kapoli (2001) noted that authentic materials enable the students to explore the language used in day-to-day life and which is tailored to their needs and interests.

Regarding the shortage of instructional materials, TGE, (1994) also states that the supply of educational inputs such as teaching materials, textbooks, educational technology and educational facilities are very inadequate. It is clear that, types of the lesson and the nature of the students call for adequate teaching materials so as to motivate students to deserve desire learning outcomes. When the teaching materials used are not adequate and unsuitable to the needs, interest, and solving the problem of the student, the educational program designed to the particular class will not be successful.

In this case secondary school of Ethiopia is characterized by shortage of instructional material and other teaching equipment. Supporting this, Tekeste, (1990) has stated the following. In Ethiopia, school teachers have no teaching manual designed to assist them, textbooks which are

loaded to students against payment are always in short supply. In most cases, several students share textbooks. Moreover, Amare ,(1998) has conducted a study and its finding indicates that, one of the major problems of secondary school in Ethiopia is shortage of text books, school pedagogical center, reference books, teachers guide, etc., which affect students learning outcomes. But it does not mean that adequate availability of these materials also guarantee for effective learning outcomes. Hence, the quality and relevance of these materials, and effective and efficient utilization of them determine their positive with the students' achievement. The provision of sufficient, quality and relevance of the above materials in school is one of the most major factors that lead to improve the quality of education. Along the provision of instrumental material, due attention should be given to the quality of them in terms of relevance and usefulness to develop higher knowledge and skills as well as intellectual capacity to solve any real-life problems.

2.2.9. Library service

School facilities are the most common factors that affect students' achievement in general because they can facilitate if hinder the teaching-learning process of the school. Among these library is the common one because it is a place where different instructional materials over there. Therefore, it has a power to affect students' achievement either positively or negatively by providing appropriate or inappropriate instructional materials. To support this, Dean (1972), defined library as, it is a reception center for assembly of communication of every description covering books, pamphlets, newspapers, periodicals, maps, microfilms and photographic slides, audio and video types. These materials are systematically organized and arranged to enables users to easily identify the needed documents. Therefore; this implies that a school library is one of instrumental resource that may significantly affect students' achievement. And it serves a place where educational materials are available that they facilitate teaching-learning process of the school.

Furthermore, it is described by different scholars like Rossoff (1992) as a place where intellectual life takes place and it is there to serve and make possible the schools teaching program. A lively and effective teaching program in a school depends on a well-organized library. This implies that library is the heart of the school anatomy and the library in high school teaching plays fundamental role of the classroom instruction because the role of the school is

essentially curriculum enrichment. Hence, the main purpose of the school library is to help students to find the media of information which they need to carry out classroom assignment and to satisfy their own personal interests.

To achieve this purpose, a secondary school library will need adequate, up-to-date and comprehensive stock. Furthermore it needs to have enough space to accommodate students at any given time. Besides, trained personnel are necessary to promote effective service of the library and encourage students to develop life-long reading habit. Similarly, some research findings reveal that the presence or absence of pertinent school facilities in one library service contributes to the appearance of substantial differences in the students' performance. For instance, a study result obtained by international educational achievement (IEA) in seven Latin American countries indicates that the number of books on loan from school library was significantly and positively related to students who reported that they used the library more frequently were performed at high levels than others, Fuller, (1987).

Thus, well equipped and organized libraries should be available in school specially both secondary and tertiary level to support the classroom instruction. Books and other materials in school library have also to be relevant and up-to-date in order to facilitate the learning outcomes. To support this, Farrant, (1980) suggests that school libraries provide reference and borrowing facilities and help, students to enjoy the instrumental activity. Moreover, school library should be well staffed and not well organized and equipped as they may not be able to support the instructional as it is desired.

2.2.10. Teachers Related Factors

The teaching and learning processing general requires the active participation of different stakeholders like teachers, students, parents, educational leaders, and so on. Therefore, there are a lot of factors that affect student's achievement particularly on learning teaching process. As it has stated earlier, the main objective of learning language is communication. Thus, there are several teacher related factors that positively or negatively affect their students' achievement. But among these, the researcher has reviewed only knowledge of subject matter, motivation of teachers to teach English language, pedagogical skill, and mode of assessment.

Teacher can affect English language learning in many ways. According to Philip, (1969), students' academic achievement may be affected by the teacher's level of education, subject

matter knowledge, experience and commitment. Currently, teaching is more than just presenting material rather it is about infusing curriculum content with appropriate instructional strategies that are selected in order to achieve the learning goals (Harrison, 2003). Hence, successful teachers are not simply input providers, persuasive, and expert presenters rather they create powerful cognitive and social tasks to their students and teach the students how to make productive use of them.

For instance, effective teaching is determined by the individual teacher's knowledge of the subject matter and mastery of pedagogical skills which create a strong positive effect on students achievement. In relation to this, Verspoor and others (1990) identified three critical determinants of effective teaching-knowledge of subject matter, pedagogical skills, and motivation to teach. For this happen, adequate educational preparation is required. A teacher needs professional training that enables him/her to understand the needs of his/her students for assisting them expertly in a more effective way.

Moreover, the English language teacher is a figure in the language course. Literature indicates that it is the teacher who sets the tone for learning activities, Allen and Valette, (1997; Quist, 2000). Because to teach is to communicate, English language teacher must have maximum communicative competence. Also a teacher must be knowledgeable in the language itself so that he/she can make useful decision regarding what should be thought to whom, and how the teaching be done. Different researchers demonstrate clearly that among the factors that lead to students poor performance are qualities of teachers, Harmer,2003; Mosh,(2004).

2.2.11. Knowledge of Subject Matter

English language teachers must have both content and skills knowledge before they have started to teach their students in the class room. If one has knowledge of subject matter. She/he provides to his/her students in a better ways that easily addressed to the students. Therefore, teachers are central to the delivery as well as the quality of education. The academic and professional training of teachers has a direct and positive bearing on the quality of their performance and consequently on the academic achievement of students, Lockheed, (1991). He also added that evidence from developed countries shows, the teachers' knowledge of the subject matter has a strong positive effect on students' academic achievement.

Moreover, a single study conducted in Colombia by the National Center for Education Statistics in 1991 contends that seniority of the teachers, motivation, educational level, and gender (female) have a positive relation to student academic achievement. Thus, the quality of teachers is the key to the effectiveness of education. In support of this, World Bank (1995) states that teacher's subject knowledge, and an intended outcome of pre-service training is strongly and contently related with student performance. Furthermore, it added as the most effective strategy for ensuring that teachers have adequate subject knowledge is to recruit suitably educated teachers whose knowledge has been assessed and well-designed continuous in-service training is a second strategy for improving teacher subject knowledge and related pedagogical practices. This implies that it is impossible to expect quality secondary education in the absence of qualified teachers. Thus, teachers in the secondary school are responsible to bring a large number of knowledge to their students. For this reason, they are required to take a greater amount of advanced work in one or more subject areas than do elementary school teachers. Concerning this view Meyer and Gayu, (1996) note the following: Secondary school teachers must be well educated and competent in their professional skills. These skills are necessary to lead effectively with students in the teacher's classroom. In other words, they must possess valid credential or license before they are qualified to teach. What is emphasized above is need for an adequate preparation in the subject or subject to be taught by secondary school teacher. As a result, mastery of the subject gives the teacher satisfaction when this mastery is transmitted to his /her students. Hence, secondary school teachers need to have command of the specialized knowledge and subject matter needed in carrying out their duties in school.

In addition to this, teacher must know what to teach and how to teach to be a competent professional. They must know the method of teaching besides their knowledge of subject matter. In connection to this, Azeb, (1984) states that one cannot be a qualified teacher by subject matter knowledge alone unless he/she is adequately prepared through both training in method of teaching. This implies that teachers should be adequately prepared through in both the subject matter and method of teaching.

2.2.12. Pedagogical Skills

In addition to teacher's subject matter knowledge, she/he must have a good deal of pedagogical training and experience because it is essential in guiding the growth and the development of

students. This ability to guide human growth and development is the thing that primarily distinguishes the teacher from the parent who also teaches the child, and from any well skilled person. Hence, mastering the subject matter does not guarantee for effective teaching, Linda, (1992).

Supporting the above idea, Goble, (1977) cited in Biruk (2012) stated that the good teachers have learned many skills, techniques, and methods for helping children to learn and for teaching children certain subject matter knowledge, value, and skills. This implies that the teacher has skills how to manage classroom routines, how to plan programs, how to motivate students, how to introduce new concepts, how to study with the logical structures of certain subject, and how to diagnose learning difficulties apart from the knowledge of the subject matter. Thus, a well-qualified and effective teacher has good human relations, intuition sound judgment, knowledge of subject matter, and knowledge of how people learn in a given situation. An effective teacher makes varieties activities that they are easily to be learned by using better methodology of teaching. As a result, qualified and motivated teacher provide tasks through the best methodology of teaching and guidance that helps to improve students' academic performance.

In addition to qualification and pedagogical skills, experience of teachers is another important factor that creates favorable condition in teaching. Regarding this, Caillods, (1989) has stated that, the development of stronger instructional and classroom management is gained through experience. Those teachers with long teaching experience can minimize the amount of time needed for administrative procedures matters in the classroom. Experiences teachers introduce appropriate methods and techniques of teaching that can relate the learning activity with pleasant event and consequence. They are also able to create conducive environment that assists students to feel good about them.

2.2.13. Teacher's Motivation to Teach English Language

Adequately qualified teachers with a significantly high work experience would not guarantee to quality of education. Qualification and experience alone will not bring the desired quality in education. In addition to these, there is an important element that every planner and policy makers should keep in mind when quality of education is thought-motivation, Good, (1973) defined motivation as the process of arousing, sustaining and regulating activity, a concept limited to some aspects such as the energetic of behavior or purposive regulation. It is practical

art of applying incentives and arousing interest for the purpose as causing one to perform in a direct way.

It has been stated that teaching quality and teaching time are the key determinants of student achievement. Teaching time largely determined by the teacher motivation. According to different researcher's findings, motivation is a critical determinant of performance. This implies that betterment motivated teachers provide better methodology of teaching and guidance services. Hence, to help teachers exert effort in a manner appropriate to their specific jobs, motivation is needed. If the teacher motivated, she/he might show greater effort by developing various types of media and appropriate supplementary materials to accompanying the text used for the course. Therefore, it is necessary to give emphasis for motivation of teachers for school improvement where by teachers play an active in the preparation of the school. Accordingly, the motivation of teachers' lies on the heart of change for better and sustain motivation deserves greater attention. However, the teaching force in many developing countries is neither motivated nor trained (Zewdu, 2014).

In the support of this Brown, (1991) states that the condition of the teachers in developing countries ranges from unsatisfactory to catastrophic in terms of working conditions, salaries, and training. This lead to demoralization of teachers; dropouts from the profession or preoccupation with learning income outside teaching; leading to absenteeism and poor performance. Even competent teachers who are well prepared cannot teach effectively under adverse conditions. Poor motivation, which translates into teacher absences, in different classroom practices and easily departure from the profession, impedes as a teacher`s ability to teach, this denotes that lack of motivational and professional commitment cause to the production of poor attendance and unprofessional attitudes towards students. Consequently, students cannot learn from a teacher who is not present, and leads to absenteeism among students.

Moreover, several factors promote absenteeism among secondary school teachers that discourage new teachers remaining in the profession and drive out experienced teachers. Regarding this, Locheld, (1991)cited in Albustan (2009), states that due to financial difficulties and low salaries in many rural districts face recurrent problems in attracting and conceptualized in monetary terms, in areas such as provision of social facilities, good school environment, recognition for extra work load, and facilities' for career progression development. In addition to this, cultural

and social isolation was noted frequently as the main reason for high rates of turnover and insufficient number of candidates for teaching position in developing countries. According to Tekeste (1990) the same is true in Ethiopia that is a number of qualified secondary school teachers leave the teaching profession to find better job and salary. Furthermore, Tekeste (1990) states that more than 50% of the secondary school teachers prefer to be engaged in professions other than teaching. A lot of secondary school teachers feel that they are working in profession that they do not appreciate. As the result of this reason, most of them lack commitment. This situation may affect the quality of education in general and student's academic performance in particular. In addition, in developing countries, school building is often poorly painted and facilities are inadequate. These conditions demoralize teachers, weaken professional commitment, and it can affect students' academic achievement. Thus, for teachers to be effective, they must be well trained, motivated, have a decent working environment, good pay, and an attractive career Ayalew, (1991).

2.3. Previous Studies on the Factors Affecting Speaking Skill

In this section, some studies pertinent to the factors influencing speaking skill are reviewed. Park and Lee (2005) investigated the connection between second language learners' anxiety, self-confidence, and speaking performance. One hundred and thirty two Korean learners participated in this research. The results obtained from this research showed that students' anxiety level had a negative relationship to their oral performance.

Boonkit (2010) carried out a study on the factors increasing the development of learners' speaking skill. The results represented that the use of appropriate activities for speaking skill can be a good strategy to decrease speakers' anxiety. The results also revealed that the freedom of topic choice urged the participants to feel comfortable, persuaded to speak English, and increased the speaking confidence among EFL learners.

Ali Dincer and Savas Yesilyurt (2013) carried out a study towards teachers' beliefs on speaking skills based on motivational orientations. The results of their study indicated that the teachers had negative opinions about speaking instruction though they believed that it was of great

significance in speaking skill. The results also revealed that the teachers felt unskilled in oral communication though they had various motivational orientations towards speaking English. The researchers indicated that learners have different opinions about the significance of speaking skill in English language and this difference is related with the learners' motivational orientations and their competent/incompetent feelings in speaking skill. The results demonstrated that learners' self-assessment about their speaking skill was negative and they expressed themselves as incapable speakers of English. Just some of them expressed that they had a good position in taking part in speaking tasks.

Tanveer (2007) examined the factors caused anxiety for learners in learning speaking ability and the impact of anxiety on target language communication. The obtained results indicated that learners' feeling of stress and anxiety stop their language learning and performance abilities. The researcher emphasized that the high anxiety lowers the learners' speaking performance.

Eissa, Misbah, and Najat (1988) performed a study towards the difficulties of using English as a means of instruction and communication. The results of this study displayed that learners had many difficulties in using English language as a means of instruction. A lot of participants stated that their learners have low English proficiency. The results also indicated that a lot of learners faced serious difficulties in understanding the lectures' content without translating or applying L1 to deliver the content of the lectures.

Urrutia and Vega (2010) demonstrated that learners' oral performance was influenced by their lack of vocabulary, diffidence, and fear of being despised. It was also indicated that learners' cooperation, self-confidence, vocabulary knowledge, and the class environment encouraged them to improve their speaking skills. Prieto (2007) performed a study about the cooperative learning tasks. The findings of her study showed that one way to improve speaking skill is to interact with others, learn from others, and the choice of the topics based on the learners' interests in order to encourage them.

Bozorgian (2012) investigated the relationship between listening skill and the other language skills. The results revealed that there is a close correlation between listening comprehension and language proficiency. That is, the higher the listening scores, the better the speaking score.

Lukitasari (2003) carried out a study towards learners' strategies in overcoming their speaking problems. The results obtained from this study show that learners face a lot of speaking difficulties such as inhibition, nothing to say, low participation, and mother tongue use in their speaking classes. The other result of this study demonstrates that learners did not better their speaking skill because they had not learnt three components of speaking called vocabulary, grammar, and pronunciation.

CHAPTER THREE

RESEARCH METHODOLOGY

This study emphasized on the factors that affect students' achievement and attitude in learning speaking skill on grade 10 students. In this chapter, the researcher described how to do the research design, population sample, size and sampling techniques, data collection instruments, data collection procedures, data analysis procedure.

3.1. Research Design

William (2006) stated that the research design refers to the overall strategy that is chosen to interpret the different components of the study in a coherent and logical ways, ensuring that you will effectively address the research problem. Thus, it is the blueprint for data collection instruments, and analysis of data. Therefore, for this study, the researcher used descriptive survey of research design. Because descriptive survey research design is important to study about attitude, behavior, place and opinions.

The researcher used mixed method of research approaches because the data collected through quantitative and qualitative research approach. To do so, both quantitative and qualitative research approaches were used during data analysis stages. Besides to this, the research method used descriptive survey because it is appropriate for the study of attitude, opinion, perceptions, way of preferences, practices and procedures (Gay & AirAsia, 2000). This survey research design is very important to collect information about related to a study of the factors that affect learners' achievement and attitude in learning speaking skill on grade 10 students

3.2. Populations, Sampling Sizes and Sampling Techniques

To conduct this study, the researcher employed different sources of data such as questionnaire and interview. Gay (1987) pointed out that in sample size and populations' determination especially in descriptive survey research the sample size should be at least 10% of the total populations. Therefore, the researcher took 95.2 (approximately 95) participants of the learners from grade 10

students. The total numbers of students were 952. That means $\frac{10 \times 952}{100} = 95.2$.

At Midda Model Service Higher Education Preparatory and General Secondary School at grade 10, there were 952 students and 18 sections (A-R). In order to select students-participant from this grade and sections, the researcher took 10% of the participants. As it is depicted in table 1 below, based on Gay(1987) viewpoints populations, size and sampling techniques determination, the researcher took totally 51 and 44 male and female participants respectively. In addition, these 95 students were selected through simple random sampling (lottery) method to determine the participant of students from the total populations. Hence, the researcher used probability sampling technique to determine types of sampling techniques.

In addition, in this school, there were five teachers who taught English language excluding the researcher. To select the participants of the teacher for interview the researcher used non availability sampling technique type. The researcher were selected all of these five teachers for interview through purposive sampling method because the interviewees were too small. These teachers were well experienced and it was important to get quality sources. Furthermore, the researcher has been working in this school since 2012 and had good experiences in this school in relation to this problem.

Table 1: Students' population and sampling size at Mida Model Service Higher Education Preparatory and General Secondary School in 2018/19 Academic Year

Grade 10	Students populations			Students Sample		
Sections	Male	Female	Total	Male	Female	Total

A	37	20	57	4	2	6
B	22	32	54	2	3	5
C	20	30	50	2	3	5
D	33	19	52	3	2	5
E	28	26	54	3	3	6
F	31	26	57	3	3	6
G	23	31	54	2	3	5
H	22	24	46	2	2	4
I	34	24	58	3	2	5
J	24	24	48	2	2	485
K	25	27	52	3	3	6
L	38	17	55	4	2	6
M	31	26	57	3	3	6
N	33	18	51	3	2	5
O	27	27	54	3	3	6
P	31	22	53	3	2	5
Q	29	24	53	3	2	5
R	29	18	47	3	2	5
Total	517	435	952	51	44	95

Based on the above table 1, there were 952 students from both sexes. In addition, there were 517 & 435 male and female students respectively. Similarly, there were 18 sections in this school and grade level. Lastly, the researcher was selected 51 & 44 male and female students consecutively for sampling techniques.

Table 2: Teachers’ population and sample size atMidda Model Service Higher Education Preparatory and General Secondary School at grade 10 in 2018/19 Academic Year

Qualification	Teachers population			Teachers sample		
	Male	Female	Total	Male	Female	Total

Diploma	-	-	-	-	-	-
Degree	4	-	4	4	-	4
Masters	1	1	1	1	1	1
Total	5	1	5	5	1	5

As it is shown from the above table 2, there are five teachers who are teaching English language at grade10. Consequently, all of them were taken as a respondent for interview questions. Furthermore, totally, there are 4 male and 1 female teachers respectively. All these five teachers were grade 10 English language teachers. Among these, four male and the one female teacher were selected as interviewees. Then, all of them were selected for interview by purposive sampling methods so as to get genuine information based on the study or by considering their experiences.

3.3. Data Collection Instruments

The researcher used two types of data collection instruments; questionnaires i.e. open-ended and close ended items and interview. In the interview method of data collection instrument, the researcher used only semi-structured interview items. A total of 47 questions, twenty seven closed-ended and five open-ended questions were design for the students and five interview questions were designed for teachers based on the purpose of the research.

3.3.1. Interview for Teachers

The interview questions were designed for the teachers to get some credential information about students' achievement and attitude in learning speaking skill. It is a very personal way of gathering information because it allows for adaptability in questioning and would help to get the most in-depth information. The interview question took 40-60 minutes depend on the interviewees speech of length. In addition, it conducted for each five English language teachers who teach English language in Grade 10 classes. Furthermore, it conducted on Wednesday morning and afternoon. All talks (speeches) wrote in the short form of notes as well as record by the interviewer. The interview questions were semi-structured interview questions. This semi-structured interview questions were five questions that helped to know the teachers perception on the factors that affect learners' achievement and attitude in learning speaking skill on grade 10 students. Semi-structured interview questions were used to extract further investigation around

the issues based on their responses. From the teachers' interview, they would explain the factors that affect learners' achievement and attitude in learning speaking skill.

3.3.2. Questionnaire for Students

The students questionnaire consisted of forty-two questions were designed and distributed to a total of 95 students who were selected from grade 10 students. The questionnaire items were redesigned in English language because the researcher assumed that the participants were mature enough and the questionnaires were more or less utilized a plain English language.

As it was indicated in the aforementioned table 1, there were 18 sections in grade 10 and 95 participants were selected from the whole sections by simple random sampling methods. A questionnaire is the most common instrument to collect data from the participants of the study. Types of questionnaires and items of questions were depending on variables that the study was going to be conducted. Sharma(2000) pointed out that questionnaires enable the researcher were get data from many respondents within a short period of time. In addition to this, Leedy(1993) stated that the questionnaire is commonly used method in descriptive survey research design. So that the questionnaire was administered to the whole nominees grade 10 students. All students would complete the questionnaires appropriately. Before the students commence to fill in the questionnaire, the purpose of the study would be informed by the researcher and the oral instructions would be dictated. The questionnaires were administered in the school during regular classroom periods. The researcher ordered not to tell to (discuss) on the questions so as to keep the purpose of the study or to avoid one student might be influenced by the others.

Questionnaires that were administered to the students have **four parts** and **forty-seven** questions. Part I achievement questions which were close ended questions. Part II was consisted attitudinal questions that are close-ended questions. Part III included **10** close ended liker scale questions, five open ended questions for students and part IV included five semi-structured interview questions for teachers.

On the other hand, the researcher used both close-ended and open-ended questions to collect data from the participants. Close-ended questions had multiple choices, yes/no, and Liker-scale form and other forms

3.4. Data Collection Procedures

To conduct this study, the researcher designed interview and questionnaire as a tool of data collection. Next, the researcher distributed questionnaires for students and finally the researcher made an interview for the interviewees (teachers).

The researcher created awareness for the learners not to do any discussions on the questions about their responses. Because the researcher believed that their discussion in groups or in pairs on the questions might influence by the others or responded similar answers. The questionnaires were administered both in the morning shift and afternoon shift because in our school there are 18 classes in grade 10 due to the shortage of class room availability.

After collecting different data from different data sources using different data gathering instruments, the next step would be data analysis. As a result of this, data were organized and analyzed by both quantitatively and qualitatively. To conduct this research, the researcher collected quantitatively by using close-ended questionnaire from participants of the study. After the data collected the questionnaires would analyzed by using SPSS software whereas all open ended questions and interview questions were analyzed by using descriptive method.

3.5. Methods of Data Analysis

The collected data were analyzed by using both quantitatively and qualitatively. The analyses of the data were based on the responses of the respondents that would be collected through questionnaires and interviews. The collected data from the respondents by using close-ended questions were analyzed based on tabulation and percentage methods. Furthermore, the interpretations has made with the help of percentage, mean, and standard deviation. Because the percentage is important to analyze the background of the respondents whereas the mean and the standard deviation were used for the data as it serves as the basis for interpretations of the data as well as to summarize the data in simple way and understandable (Aron et al, 2008).Furthermore, the researcher was used SPSS to analyze the close-ended questionnaires only.

3.6. Ethical Considerations

Ethics is an important aspect in any research to get credential information from the respondents. Besides, a prior permission was taken by the researcher from the target populations before conducting the data collection procedure was conducted from the respondents. According to Kalf, Dan and Deitz (2008, p.46 as cited in Getachew, Endalfer, Tekle, Temesgen and Yohannes 2014):

The ethics of the research refers to what is and what is not permissible to do when carrying out research. Researchers have moral and professional obligation to meet ethical standards. In this regard, Governments, professional organizations, universities and funding agencies have established ethical guidelines and codes of conduct for researchers to follow.

Therefore, before the researcher started doing this research at Mida Model Service Higher Education Preparatory and General Secondary School he had asked permission from MidaWoreda Education office managers and school's administrators. In doing so, the researcher used the letter of cooperation that had been given by Jimma University and he explained the purpose of the study for the above bodies. In addition to this, before the students were included in the study the researcher asked their willingness to participate in it. Moreover, during the treatment, the required respects were given for the sample students and have been kept the secret. Similarly, the researcher collected; analyzed and interpreted the data honestly based on the information were obtained in the research process. The researcher also tried to meet the ethical standards in using scholarly works. This means, he did not use wrong sources of data and he properly acknowledged people when he uses their works.

3.7. Reliability and Validity of the Instruments

In order to maintain the reliability and the validity of the questionnaire a pilot study was conducted with different samples. The questionnaire was piloted on 35 students at Mida Model Service Higher Education Preparatory and General Secondary School. In the first pilot study time only 10 students were only score 25 from the total questions. However, the others were scored blow 15.

Therefore, based on the result of the pilot study, the researcher has decided to discard the open ended items and also made some sort of modification on the close-ended items as well as the format, content and the face validity of the questionnaire. To check the validity of the questionnaire, the researcher employed comments and suggestions from the expertise. For instance, to get more validity the researcher gave the questionnaire to my advisors and my closest colleague Semagn Nadew who works at Debre Birhan University college of Social Sciences and Humanities Department of English language and Literature. Specially, my advisor suggested me to make some important modifications in the questions as a whole.

He clearly advised me to make modification on face, content and format of the questionnaire. As a result, the researcher has accepted their suggestions and remarks to make modifications on unclear questions and words.

In order to check the reliability the pilot study the researcher utilized Cronbach Alpha. Accordingly the results $\alpha = .82$, which implies that there was high internal contingency coefficient. This indicates that the questionnaire is reliable and valid for the actual research.

CHAPTER FOUR

FINDINGS AND DISCUSSION

The purpose of this study was to investigate the factors that affect students' achievement and attitude in learning speaking skill on grade 10 students at Mida Model Service Higher Education Preparatory and General Secondary School. To this end, this chapter contains presentation, analysis and interpretations of the data collected through questionnaire and interview. Generally, this chapter presents the statistical data description of the data which was done by using SPSS software. By this software percentage, mean, standard deviation and correlations were analyzed.

All students close ended questions were analyzed by using this software. However, students open ended questions and teachers interview were analyzed by using descriptive method.

4.1. Analysis of Results from Students' Questionnaire

This section deals with presentation, analysis and discussion of results from students' questionnaire. As indicated earlier, the questionnaire was designed for the 95 grade 10 students. The results from this questionnaire were presented into two categories: the first students' questionnaire was close-ended and open ended questionnaires, then the second was the teachers' interview questions.

About the students' questionnaires as discussed in chapter three was one of the data gathering information tools for this research. The main purpose of gathering information from the students was to see their understanding and awareness about the factors that affect students' achievement and attitude in learning speaking skill on grade 10 students. The students' questionnaire contained both close ended and open ended items which attached in the appendices part. The results were presented and analyzed as follows.

Part A

Close ended Questionnaire on Students' Achievement in Learning Speaking Skill

Table 3: factors that affect students' Achievement in learning speaking skill

Item 1	Choices	Frequency	Percent	Mean	Std.
What are the factors that affect your achievement in learning speaking skill?	Attitude	30	31.6	2.33	1.134
	Motivations	24	25.3		
	Anxiety	21	22.1		
	Parental Problems	20	21.1		

As indicated in the aforementioned table 3,(3(31.6 %)) of students replied that attitude was the major factor that affects students' achievement in learning speaking skill. Whereas 24(25.3 %) of respondents were denoted that motivation is the second factor that affects learners' achievement in learning speaking skill. But nearly quite similar, anxiety and parental problems werethe otherfactors that affect learners' achievement in learning speaking skill by 21(22.1%) and 20(21.1%) respectively. From the respondents response it is possible to realize that attitude and motivations were the major factors that affect learners' achievement in learning speaking skill whereas anxiety and parental problems were another factors that affect students speaking achievement less likely.

Table 4: student participant' responses concerning instructional material

Item 2	Frequency	Percent	Mean	Std.
Did you think that your English textbook has given many opportunities to learn speaking achievement?	23	24.2	2.20	1.038
	32	33.7		
	11	11.6		
	29	30.5		

As one can see from the above table 4, 23(24.2%) and 11(11.6%) respondents said that the textbook had given a lot of opportunities to learn speaking skill achievement respectively. In addition, 32(33.7%) and 29(30.5%) student respondents replied that the textbook did not and never at all gave an opportunities to learn speaking skill successfully. The mean and the standard deviation were 2.20 and 1.038 respectively. This implies that the textbook did not design to create many opportunities to enhance learners' achievement in learning speaking skill. This indicated that Grade 10 English language syllabus was not design to improve learners' speaking achievement. In line of this, TGE(1994) stated that the supply of educational inputs such as teaching materials, textbooks, educational technology and educational facilities are very inadequate and improperly designed, as soon as it affects learners' achievement in learning speaking skill.

Table 5: A factor of Instructional Materials on Learning Speaking Achievement

Item3	Choices	Freque ncy	Percent	Mean	Std.
If your answer is NO, it does not or Never at all for question number 2, how does it affect your learning in speaking achievement?	The textbook had not definite practical exercises.	16	16.8	2.12	.833
	The text book was more emphasis to learn grammar than speaking skill	33	34.7		
	The text book was not an authentic material to succeed our speaking skill	10	10.5		
	It was not fully social expression terms	2	2.1		
	Total	61	64.2		

As cited in the above table 16 (16.8%) of the students described that the student's textbook had not definitely given practical exercises for learners to achieve their learning in speaking skill. Furthermore, 33(34.7%) informants replied that the textbook was more focused on grammar skill development than speaking skill. Whereas 10(10.5%) of learners denoted that still the textbook was not an authentic material to succeed students' achievement in learning speaking skill and 1(1.1%) of students felt the textbook was not fully supported with social expression terms in order to achieve their speaking skill. The respondents mean and **standard deviation were**

2.12 and .833 respectively. Thus, the textbook (the instructional material) did not have practical exercises and majorly it synthesized on grammar lessons rather than in speaking skill development. In addition, due to its more emphasis on grammar lessons and lack of more speaking skill activities, the learners failed to achieve in learning speaking skill. In order to substantiate, let us see some extract supportive evidence from **Grade 10 student's textbook**.

Sample Document 1 Grade 10 English textbook analysis

Unit one

Sport and Fitness

Part A

A1.1 Introduction: How much do you know Athletics?

A1.2 SPEAKING: Talking About Sports

A1.3 Listening: Derartu Tulu

A1.4 Reading: East African Athletes

A1.5 Language Focus: Relative Clauses

A1.6 Language Focus: Making comparisons

A1.7 Language Focus: Adverbs of Time

A1.8 Language Focus: The present Perfect Tense

A1.9 Writing: Your Favorite Sport

A1.10 SPEAKING: Talking About the Future

A1.11 Study Skill: Using English in the Classroom

Part B

B1.1 Listening: A Great Player

B1.2 Reading: A Newspaper Extract

B1.3 Language Focus: Adverbs of Frequency

B1.4 Listening: Keeping Fit

B1.5 SPEAKING: Health and Fitness

B1.6 Language Focus: Giving Good Advice

B1.7 Language Focus: Making Plans and Suggestions

B1.8 Writing: The African Nations Cup

B1.9 Reading: Basket Ball

B1.10 Writing: Learning a New Sport

B1.11 Study Skill: How Well You Organize Your Study Time

B1.12 Fun with Words: A Word Snake

(Source: Grade 10 student's textbook)

From the above data that extracted from grade 10 English Textbook **Unit one** as a sample were taken, A1.2, A1.10 and B1.5 were only written for students to practice/ learn **speaking skill** whereas from the above subtitles **seven English grammar topics** were presented. But from the above raw data three topics were presented in the textbook for developing students **speaking skill**. Therefore, grade 10 student's English textbook was designed to improve more students **Grammar skill**. Based on this extract and students response from the above table 4 it is possible to confirm that the textbook did not give opportunities for students to learn/ develop their speaking achievement skill. It widely emphasized on grammar skill development relatively.

Table 6: participant responses on economic status factors

Item 4	Alternative	Frequency	Percent	Mean	Std.
Do you think that your (Parents) economic status affects your achievement in learning speaking skill?	Yes, it does definitely.	28	30.5	2.26	1.023
	No it does not	27	28.4		
	Partially it does	28	30.5		
	I am not sure	12	13.7		
	Total	95	100.0		

In the aforementioned table 6 28(30.5%) of respondents stated that their or their parents economic status affects their learning in speaking skill achievement. Whereas 27(28.4%) of students responded that their economic status did not affect their achievement in learning speaking skill. Beside, 12(13.7%) of students were not sure about whether the economic status or not their achievement in learning speaking skill. The mean and the standard deviation of the respondents to this question were 2.26 and 1.023 consecutively. Therefore, being poorness could be a factor that affects students' achievement in learning speaking skill.

Table 7: economic status factors in learning speaking skill achievement

Item 5	Choices	Frequency	Percent	Mean	Std.
If you your answer is yes, it does definitely or partially it does for question number 4, how can it be affected your achievement in learning speaking skill?	My parents could not hire home teacher(s).	17	17.9	1.98	.789
	I could not afford money for extra-classes	15	15.8		
	My parents don't enroll me in well recognized private school	15	15.8		
	My parents don't buy reference materials	9	9.5		
	Total	56	58.94		

As it is shown in the table 7, 17(17.9%) of participants responded that their parents could not hire home teacher(s) and 15(15.8%) of students responded that their parents could not afford cash for their extra classes and did not enroll them in well recognized private school that affected learners achievement in learning speaking skill. On the other hand, 9(9.5%) of respondents replied that their parents did not buy reference materials that affected learners achievement in learning speaking skill. Hence, due to the shortage of economy, parents did not fulfill their children's educational materials. Subsequently, it was the factors that affect students' achievement in learning speaking skill.

Table 8: participant responses on learning environment

Item 6	Choices	Frequency	Percent	Mean	Std.
Do you believe that your classroom environment affects your achievement in learning speaking skill?	I am not sure about it.	18	18.9	2.17	.724
	Yes it does affect.	43	45.3		
	No it does not.	34	35.8		
	Total	95	100.0		

As indicated on the above table 8, 18(18.9%) of respondents responded that they were not sure about their classroom environment whether it affects their achievement in learning speaking skill or not. On contrary to this 43(45.3%) of respondents believed that classroom environment was a factor that affects learners' achievement in learning speaking skill. Whereas 34(35.8%) respondents did not believe that classroom environment could not be a factor that affects learners' achievement in learning speaking skill achievement. Thus, classroom situation was the other factor that determines learners' achievement in learning speaking skill. Regarding to this, Lumuli (2009) pointed out that the classroom environment affects students' achievement in learning speaking activities by physical settlement or certain activities. The sum of pupils response in terms of mean and standard deviation were 2.17 and .724 respectively.

Table 9: classroom environment- related factors for speaking achievement

Item 7	Choices	Frequency	Percent	Mean	Std.
If your answer is Yes, it does affect for question number 6, What is the main factor that affects your achievement in learning speaking skill?	Poor co-operation with classmates.	9	9.5	2.37	.926
	Lack of disciplined classroom	13	13.7		
	Unable to promote mutual understanding in class	17	17.9		
	Lack of well-ordered classroom	4	4.2		
	Total	43	45.3		

As clearly shown in table 9, 9(9.5%) of respondents imagined that there was poor cooperation with their classmates in the classroom during learning speaking skill achievements. Whereas 13(13.7%) and 17(17.9) of respondents replied that there were both lack of disciplined classroom environment and unable to promote mutual understanding in the classroom respectively. Lastly, 4(4.2%) of respondents stated that there was lack of well-ordered classroom situations or environment that affect students' achievement in learning speaking skill. From these participants the mean and standard deviation were 2.37 and .926 consecutively. It was possible to infer that the existence of unable to promote mutual understanding and lack of disciplined classroom were the major factors that affect students' achievement in learning speaking skill.

Table 10: Psychological (health) related factors to speaking achievement

Item 8	Choices	Frequency	Percent	Mean	Std.
Did you consider that psychological (or health) related factors that affect your achievement in learning speaking skill?	No, I do not think so.	37	38.9	1.61	.490
	Yes, I am sure	58	61.1		
	Total	95	100.0		

As it is shown in table 10, 37(38.9%) of respondents denoted that psychological or health related factors did not be a factor that affects students' achievement in learning speaking skill. Contrary to this, 58(61.1%) of respondents expressed that psychological (health) related factors were the major factor that affects learners' achievement in learning speaking. It unveiled that psychological and/or health related factors were a determinant factor that influences learners' achievement in learning speaking skill. In addition, the mean and the standard deviation are 1.61 and .490 consecutively.

Table 11: issues which related to psychological and/or health factors

Item 9	Choices	Frequency	Percent	Mean	Std.
If you say Yes, I am sure for question 8, What are the main related to psychological (health) issues?	Trauma	8	8.4	2.69	1.030
	Stress	18	18.9		
	Fear	16	16.8		
	Anxiety	16	16.8		
	Total	58	61.1		

As it is indicated in table 11 item 9, 8(8.4%) of respondents replied that trauma was a psychological and /or health related issue which affects a little bit on learners achievement in learning speaking skill. Relatively stress had high influence on learning speaking skill achievement by 18(18.9%) and both fear and anxiety had influenced learners' achievement in learning speaking skill equally by sixteen-sixteen point eight percent from the total respondents. From this tabulated data it is realized that stress, fear and anxiety were the major factor that influences students achievement in learning speaking skill particularly related to on

psychological and/or health issues. As one can see that the **mean** and **standard deviation** were **2.69** and **1.030** respectively.

Table 12: teachers-teaching- learning methods of learners' achievement in speaking skill

Item 10	Choices	Frequency	Percent	Mean	Std.
Which of the following teacher teaching - learning methods affects your achievement in learning speaking skill?	Group discussion	28	29.5	1.52	.502
	Individual Presentation	22	23.2		
	Lecturing	29	30.5		
	Oral presentation	16	16.8		
	Total	95	100		

As indicated in table 12 concerning teachers teaching methods on item 10 (28(29.5%)) of respondents described that the teachers employed **group discussion** method was the factors that affect students achievement learning speaking skill. Likewise, 22(23.2%) of learners expressed that the teacher utilized individual presentation method of teaching that influences the students achievement in learning speaking skill. Furthermore, 29(30.5%) of pupils presented that the teachers used lecturing method that affects learners achievement in learning speaking skill. Lastly, 16(16.8%) of the students respondent debuted that oral presentation teaching method was the factors that affect learners achievement in learning speaking skill. 1.52 and .502 were an estimated value of mean and standard deviation of the respondents respectively. Therefore, lecturing and group discussion were the major factors that affect learners achievement in learning speaking skill.

Table 13: Mother tongue language factor

Item 11	Choices	Frequency	Percent	Mean	Std.
Did your mother tongue language influence your achievement in learning speaking skill?	Yes, of course it does.	37	38.9	2.12	.909
	No, it does not.	27	28.4		
	Sometimes it is	24	25.3		
	Rarely it affects	7	7.4		
	Total	95.00	100.00		

Concerning on question 11 table13, 37(38.9%) of respondents thought that their mother tongue language had an influence on students' achievement in learning speaking skill. On the same ways, 24(25.3%) of students replied that mother tongue language could be a factor that affects students' achievement in learning speaking skill. However, 27(28.4%) and 7(7.4%)of participant respondents showed that mother tongue language **did not have** and **rarely affects**were being a factor that affects learners' achievement in learning speaking skill respectively. When it was calculated in terms of **mean** and **standard deviation** the result had shown **2.12** and **.909** consecutively.From the above table it is possible to deduct that mother tongue language was one the major factor that influences learners' achievement in learning speaking skill.

Table 14: participants' response on mother tongue langue

Item 12	Choices	Frequency	Percent	Mean	Std.
If your answer is yes it does, or Sometimes it does for question number 11, how you mother tongue language affects your achievement in learning speaking skill?	I fear making mistakes.	13	13.7	2.39	1.133
	I cannot speak English fluently	18	18.9		
	In my mind, I think my mother tongue is easier than English	7	7.4		
	I couldn't speak correctly grammatical sentences	13	13.7		
	Total	51	53.7		

As indicated in the above table 14 on item 12 concerning students response on mother tongue language, 13(13.7%) of respondents stated that fear making mistakes was one the factors that affect students achievement in learning speaking skill. In addition, 18(18.9%) of learners believed that unable to speak English fluently was the factor that affects learners achievement in learning speaking skill. Similarly, 7(7.4%) of learners imagined that they thought English language is difficult in learning speaking skill achievement than Amharic language. Lastly, 13(13.7%) of learners' assumed that unable to speak grammatical sentences could be a factor that affects learners achievement in learning speaking skill. It is possible to infer that unable to

speak English fluently and correctly grammatical sentences. The mean and standard deviation were 2.39 and 1.133 consecutively.

Table 15: participant responses on teachers' utilization of teaching technology

Item 13	Choices	Frequency	Percent	Mean	Std.
Did your teacher do not employ teaching technology during teaching learning process in the classroom?	Yes, he/she does employ.	28	29.5	2.18	.967
	Of course, sometimes he/she employs	31	32.6		
	No, he/she doesn't employ anything	27	28.4		
	Never at all	9	9.5		
	Total	95	100.0		

As claimed in table 15 concerning teachers' utilization of teaching technology in item 13, 28 (29.5%) of respondents depicted that the teachers did not use teaching technology that affects students' achievement in learning speaking skill. In addition, 31(32.6%) of respondents stated that the teacher did not use teaching technology even sometimes due to this; it affected learners' achievement in learning speaking skill. However, 27(28.4%) of learners viewed that the teachers did not employ teaching technology in the classroom that affects students achievement in learning speaking skill. Likewise, 9(9.5%) of respondents replied that the teachers had never at all used teaching technology during teaching process in the classroom that affects learners achievement in learning speaking skill. This implies that teaching technology had a great factor for learners' achievement in learning speaking skill.

Table 16: students' response factors of teaching technology

Item 14	Choices	Frequency	Percent	Mean	Std.
If your answer is Yes it does or sometimes for question number 13, What is the main factor that affects your teacher not to use teaching technology?	Lack of speaking knowledge.	20	21.1	2.08	1.005
	The existence of insufficient teaching technology.	21	22.1		
	Large classroom size.	11	11.6		
	Lack of infrastructures.	7	7.4		
	Total	59	62.1		

As stated in table 16, (item14), the students were asked about whether the teachers employed teaching technology or not and about the main factors of its. 20(21.1%) of learners depicted that the teacher did not employ teaching technology because lack of speaking knowledge whereas 21(22.1%) of learners responded that the existence of insufficient technology was a factor that affect learners achievement in learning speaking skill. In addition, 11(11.6%) of learners asserted that large classroom size was the factors that affect students achievement in learning speaking skill. Lastly, 7(7.4%) of respondents revealed that lack of infrastructure was the factor that affects students achievement in learning speaking skill. 2.08 and 1.005 are the mean and standard deviation of the respondents respectively. Thus, lack of speaking knowledge, the existence of insufficient teaching technology and large classroom size were the factors that affect the teacher did not employ teaching technology in learning speaking skill achievement.

Part B: Close-ended Attitudinal Questions for students

Table 17: participant responses on liking of speaking practice

Item 1	Choices	Frequency	Percent	Mean	Std.
Do you like practicing well speaking skill in the classroom?	Yes, of course.	48	50.5	1.49	.503
	No I don't	47	49.4		
	Total	95	100.0		

Concerning item 1 table 17, 48(50.5%) respondents claimed that the learners liked to practice speaking skill in the classroom but 47(48.4%) of respondents cited that they did not like to practice in the classroom. Regarding to the mean and standard deviation of the respondents were **1.49** and **.503** respectively. From this table it is possible to realize that the majority of respondents liked to practice the speaking skill in the classroom whereas below half of the respondents did not like to practice speaking skill in the classroom setting.

Table 18: participant responses on disliking practice of speaking skill

Item 2	Choices	Frequency	Percent	Mean	Std.
If your answer is No, I do notlike for question 1 What is the reason that you do not practice in the classroom?	Lack of grammar knowledge.	9	9.5	2.38	.968
	Lack of interest	18	18.9		
	Due to large size classroom	13	13.7		
	Lack of time to practice speaking skill	8	8.4		
	Total	48	50.5		

Regarding item 2 table 18, 9(9.5%) respondents stated that lack of grammar knowledge was a factor that affects learners did not like to practice in the classroom. Whereas 18(18.9%) of the participants felt that due to lack of interest students did not like practicing speaking skill in the classroom. Lastly, 13(13.7%) and 8(8.4%) of the respondents stated that due to large size of classroom and lack of time to practice respectively the learners did not like practice speaking skill in the classroom setting. In line of this, in learning speaking skill lack of willingness or interest is an important factor that affects learners' attitude in a given circumstance and perspectives of the others. The mean and the standard deviation of the respondents were 2.38 and .968 consecutively.

Table 19: participants' response on personal attitude that affect achievement

Item 3	Choices	Frequency	Percent	Mean	Std.
Is your personal attitude a factor that affects your achievement in learning speaking skill?	Yes, it does.	57	60.0	1.40	.492
	No it does not	38	40.0		
	Total	95	100.0		

As stated in the above table 18 in item 3, 57(60 %) of respondents claimed that personal attitude was a factor that affects students achievement in learning speaking skill. However, 37(40%) of the respondents commented that personal attitude did not influence learners' achievement in learning speaking skill. The calculated **mean** and **standard deviation** were **1.40** and **.492** respectively. This implies that personal attitude had a greater power to affect learners' achievement in learning speaking skill.

Table 20: participant responses on attitudinal factor to achievement

Item 4	Choices	Frequency	Percent	Mean	Std.
If you say YES OR NO for question number 3 what is the main reason?	I fear during the classroom practice time.	23	24.2	2.48	1.090
	our English teacher does not guide to practice in the class room	24	25.3		
	we have no interest to practice in the class	27	28.4		
	lack self-concepts and learning strategies can be factors	21	22.1		
	Total	95	100.0		

Regarding on item 4 table 20, 23(24.2%) of respondents replied that fear during classroom practice time was a factor that affects learners attitude in learning speaking skill. Likewise, 24(25.3%) of learners said that the teachers did not guide students to practice speaking in the classroom that affects learners attitude in learning speaking skill. In addition, 27(28.4%) of learners felt that they were not interested to practice speaking in the class that affects learners attitude in learning speaking skill. Lastly, 21(22.1%) of respondents stated that lack of self-concept and learning strategies were the factors that affects learners' attitude in learning speaking skill. The value of mean and the standard deviation of the respondents were 2.48 and 1.090 consecutively. From this table one can understand that the existence of fear, lack interest and self-concept and learning strategies are the main factors that affects learners attitude in learning speaking skill.

Table 21: participants response on speaking performance conditions

Item 5	Choices	Frequency	Percent	Mean	Std.
Did you think that your speaking skill Performance conditions affect your attitude in learning speaking skill?	Yes, it does.	44	46.3	1.73	0.764
	No, it doesn't.	33	34.7		
	Never at all.	18	18.9		
	Total	95	100.0		

Concerning on students speaking performance conditions, on item 5 table 21, 44(46.3%) of respondents stated that speaking performance was a major factor that affects students attitude towards learning speaking skill. However, 33(34.7%) of the learners replied that speak performance condition was not the factor that affects students attitude towards learning speaking skill. On contrary to this, speaking performance conditions had never been at all the factors that affect learners' attitude in learning speaking skill. The estimated value of mean and standard deviation were 1.73 and .764 consecutively. From this data someone can be inferred that speaking performance conditions were the major factor that affects learners' attitude in learning speaking skill.

Table22: speaking skill performance on attitude

Item 6	Choices	Frequency	Percent	Mean	Std.
If your answer Yes, for question number 5 what is the factor the affects your attitude in learning speaking skill?	Times pressure	12	12.6	2.45	1.170
	Amount of support	12	12.6		
	Quality performance	8	8.4		
	Topical knowledge	12	12.6		
	Total	44	46.3		

Regarding table 21item 6, times pressure, topical knowledge and amount of support were affected learners' attitude in learning speaking skill by 12(12.6%) whereas quality performance influenced learners' attitude in learning speaking skill by 8(8.4%). Based on respondents' response, time pressure, amount of support and topical knowledge had a great contribution to affect learners' attitude in learning speaking skill. The estimated value of the mean and the standard deviation were **2.45** and **1.170** respectively.

Table 23: the relationship between achievement and attitude

Item 7	Choices	Frequency	Percent	Mean	Std.
Did you think that learning speaking skill achievement and your attitude towards learning speaking skill have any relationship between them?	Yes, they have.	49	51.6	1.48	.502
	no the haven't	46	48.4		
	Total	95	100.0		

Regarding on the relationship between achievement and attitude table 23 item 8, 49(51.6%) of respondents indicated that attitude and achievement had a relationship in learning speaking skill. On the contrary, 46(48.4 %) of students said that achievement and attitude did not have any relationship between them in learning speaking skill. In addition, the mean and the standard deviation values were 1.48 and .502 respectively. From the table, one can be inferred that attitude and achievement had a strong positive relationship in learning speaking skill

Table 24: the discrete relationship between attitudes and achievements in speaking skill

Item 8	Choices	Frequency	Percent	Mean	Std.
If you say Yes, they have for question number 8 what is their relationship between them?	1. Attitude is important to achieve speaking skill.	16	16.8	2.32	1.151
	2. Achievement in learning speaking skill is a factor for learners attitude towards learning speaking skill	13	13.7		
	2. Achievement and attitude in learning speaking skill have not any relationship between them	10	10.5		
	3. 1 and 2 can be possible answers.	12	12.6		
	Total	49	52.6		

As it is shown in table 24, item 8, 16(16.8%) of respondents indicated that attitude is important to achieve speaking skill. On the same way, 13(13.7%) of respondents replied that Achievement in learning speaking skill was the factor that affects learners' attitude in learning speaking skill whereas 10(10.5) of respondents stated that achievement and attitude had not any relationship in learning speaking skill. However, 12(12.6%) respondents agreed that in choice one and two the stated ideas were compatible for the relationship between achievement and attitude in learning speaking skill. Their mean and standard deviation were 2.32 and 1.151 consecutively. From this data it is possible to realize that achievement and attitude had a firm relationship each other in learning speaking skill.

Table 25: Students response concerning on Teacher's personality

Item 9	Choices	Frequency	Percent	Mean	Std.
Is your teacher personality affects your attitude in learning speaking skill?	Yes, he/she is.	49	51.6	1.48	.502
	No he/she does no	46	48.4		
	Total	95	100.0		

As stated on the above table 25 item 9, 49(51.6) of the respondents viewed that the teacher personality affected learners attitude in learning speaking skill. On contrary to this, 46(48.4%) of respondents assumed that teachers personality had not affected learners attitude in learning speaking skill. Thus, teachers' personality had a power to affect learners' attitude towards learning speaking skill. In line of this, Bernstein, (2011) viewed that the teachers typology is important factor in teaching learning speaking skill. Their mean and standard deviation were 1.48 and .502 consecutively.

Table 26: types of teachers' personality

Item 10	Choices	Frequency	Percent	Mean	Std.
If your answer is Yes he/she is for question number 10, What is the personality of your teacher?	Extrovert	12	12.6	2.22	.985
	Introvert	7	7.4		
	Intuition	9	9.5		
	Aggressive	21	22.1		
	Total	49	51.6		

Regarding teachers' personality from the table 26 item 10, 12(12.6%) respondents reported that **extrovert** personality affected learners' attitude in learning speaking skill. In addition, 7(7.4%) of learners described that **introvert teachers** personality affected learners attitude in learning speaking skill. On similar fashion, 9(9.5%) of respondents viewed that intuitional teachers personality influenced students' attitude in learning speaking skill. Majority of respondents on teachers personality, 21(22.1%) of respondents judged that Aggressive teachers personality affected learners attitude in learning speaking skill. Hence, learners' attitude in learning speaking skill the teachers personality type such as extrovert and aggressiveness could play a negative role in learning speaking skill. Their **mean** and **standard deviation** value was **2.22** and **.985** respectively. According to Bernstein (2011) points out that the teacher personality is authoritarian teaching style is correlated with insufficient social interaction and passivity behavior and aggressiveness towards students in learning speaking classes can hugely affect it.

Table 27: factors that affect learners' attitude in learning g speakingskill

Item 12	Choices	Frequency	Percent	Mean	Std.
Which of the following is a factor that affects your attitude in learning speaking skill?	Teachers feedback	19	20.0	2.56	1.028
	Lack of intrinsic motivation	23	24.2		
	Lack of willingness	34	35.8		
	Learning environment	19	20.0		
	Total	95	100.0		

Concerning attitudinal factors from the above table 27, 19(20.0%) of respondents viewed that teachers feedback and learning environment were the factors that affect learners' attitude in learning speaking skill. In addition, 23(24.2%) of respondents enumerated that lack of intrinsic motivation was one of the factors that affect students' attitude in learning speaking skill. In learning speaking skill willingness is an important balance factor that affects learners' learning attitude in a given circumstances and perspectives of the other (Felder, 1995). Furthermore, 34(35.8%) of learners believed that lack of willingness was another major factors that affect students' attitude in learning speaking skill. Therefore, lack of intrinsic motivation and willingness were the major factors that affect learners' attitude in learning speaking skill. Besides, their mean and standard deviation were **2.56** and **1.028** consecutively.

Table 28: participant responses on teachers related factors

Item 13		Frequency	Percent	Mean	Std.
13. Did teachers-related factors are the factors that affects your attitude in learning speaking skill?	Yes, she/he does.	31	32.6	2.21	1.041
	No he/she doesn't	25	26.3		
	Never at all	12	12.6		
	Sometimes	27	28.4		
	Total	95	100.0		

As one can see from the above tale 28, in response to item13, some of the participants 31(32.6%) denoted that teachers related factors were the factors that affect learners attitude in learning speaking skill. However, 25(26.3%) of students indicated that teachers related factors were not

affect learners' attitude in learning speaking skill. Likewise, 27(28.4%) of respondents believed that teachers-related factors had never been at all the factors that affect learners' attitude in learning speaking skill. On the other hand, 12(12.6%) of students revealed that teachers-related factors were sometimes the factors that affect learners attitude in learning speaking skill.

As a result of this, it is possible to conclude that teachers related factors i.e. lack of creating opportunities and desire to practice oral exercises are the major factor that affects students' attitude in learning speaking skill. In line of this, teachers can affect English language learners in many ways. According to Philip(1969) students' attitude in learning speaking skill could be affected by the teacher's level of education, subject matter knowledge, experience and commitment.

Table 29: Implications of teachers related factors

Item 14	Choice	Frequency	Percent	Mean	Std.
14. If your answer is 1 or 4 for question number 13 what are the teachers' related factors that affect your attitude in learning speaking skill?	Unmotivated during mistakes.	9	9.5	2.40	1.053
	Lack of creating opportunities.	14	14.7		
	Lack of desire to practice oral exercises.	15	15.8		
	He/she does not present clearly the speaking tasks	5	5.3		
	Total	43	45.3		

Regarding on teachers related factors, 9(9.5%) reported on (item14 in table 29) as students said that their teachers did not motivate students when they made mistakes. Similarly, 14(14.7%) of respondents indicated that the teachers had lack of creating opportunities to develop their attitude towards learning speaking skill. While 15(15.7%) of learners described that the teachers had lack of desire to practice learners oral exercises in the classroom in learning speaking skill. Furthermore, the learners stated that their teachers did not present clearly the speaking tasks in learning speaking skill. The **mean** and the **standard deviation** value of the respondents were **2.40** and **1.053** respectively. Thus, the students' attitude in learning skill the teacher did not realize that what factors affect the student's attitude in learning speaking skill.

Correlation analysis

This sub-section showed that the correlation analysis of attitude and dependent variable speaking achievement.

Table 30: Correlation analysis of Speaking achievement and attitude

		Attitude	Achievement
Attitude	Pearson Correlation	1	.788**
	Sig. (2-tailed)		.000
	N	95	95
Achievement	Pearson Correlation	.788**	1
	Sig. (2-tailed)	.000	
	N	95	95

The findings showed that attitude was significantly explaining the speaking achievement (P-value=0.000) and Pearson Correlation=0.788 indicate that there is strong positive relationship between attitude and speaking achievement.

Part C

Students Response for Open-ended Questions

Students were asked to give their own responses for some of the open-ended questions for the purpose of cross check the data which obtained from cross ended questions. They were asked five open-ended questions so that they tried to provide their own written responses. Below is the summary of their responses. All students open ended questions were done through **concoct mechanism**.

The **first** question concerning the major factors affects students' achievement in learning speaking skills. Majority of students responded that the major factors that affect students' achievement in learning speaking skills are: fear and fear of making mistakes, lack of motivation, parental problems, anxiety, lack of teaching methods and environmental conditions. Furthermore the students enunciated that during teaching learning process their teachers did not utilizing teaching materials and gave an appropriate feedback for them. Whereas a few students enumerated that their\ learning speaking achievement was impeded by lack of confidence, well ordered class room, classroom conditions` and mother tongue language influence.

The **second** open-ended questions asked for students to explain briefly about the factors that affect learner's attitude towards learning speaking skill. Majority of student dictated that there

were numerous factors that affect their attitude towards learning speaking skill. Among these: Colossal number of respondents deeply depicted that lack of motivation, interest, the existence of fear, frustration during classroom practices/presentations and lack of self- confidence. Besides, the respondents brief discussion on the following notions. These are; Lack of knowledge, lack of willingness to accomplish speaking tasks/ activities, having negative attitude towards the skill, teachers' feedback and so forth. A few students justified their attitudinal problems towards learning speaking skill. These are parental problems, lack of support and guidance before entering to the practical activities; teachers' personality and speaking performance were mentioned vividly.

The **third** open-ended questions asked the students about their personal experience, how it affects their attitude towards learning speaking skill. Majority of students said that **yes**, it does affect. Because indicated that they were reluctant (unwilling) to practice speaking activities in the classroom. The main reason was it did not appear in National examination and they said that due to lack of attention and lack of interest so that it hampered their attitude towards learning speaking skill. A few students said that **yes of course**, because in the primary school they did not learn much extent about the lesson of speaking so it indicated their back ground knowledge, lack of practice time, and time pressure were the major factors that affect their attitude in learning speaking skill.

The **fourth** open-ended questions asked the students about their teacher(s) teaching methodology. Surprisingly, more than half of the total students' respondent said that Group Discussion teaching method was utilized by their language teacher(s). Furthermore, a few students wrote that their teacher(s) employed lecturing and oral presentation teaching learning methods were utilized by their teachers.

The **fifth** open-ended question was requested the students whether or not their teachers' personality affects their attitude towards learning speaking skill. Almost all respondents said that **Yes, he/she were**. As they jotted down briefly their teachers' personality was aggressive. Due to this reason they explained that they feared when they make mistakes during class room presentation and practice time. On the same condition they said that they could not anticipated for practicing some speaking tasks. However, a few respondents said that **No**, he/she was because

they expressed that there were a few personal problems i.e. lack of motivation, lack of personal knowledge about speaking skill.

4.2. Analysis of Teachers' Interview

As it is clearly described at unit three interviews was one of data collection instrument used in this study. Therefore, the researcher tried to analyze the interview data as follows from the question 1-5, total five questions were prepared for the teachers' interview. In this school, there were five teachers who taught only grade 10 sections excluding the researcher. Out of these, all of them were selected for interview to give their view about the factors that affect students' achievement and attitude in learning speaking skill. Those agreed to take part in were told the purpose of the interviews. Except two teachers, their conversation voices were recorded for more reliable and trustworthiness of the data sources. The two were showed unwillingness to share their conversational voice. The criterion selecting was based on purposive sampling methods.

1. What do you think that the main factors that affect student's achievement in learning speaking skill?

The first interviewee (teacher) said that she thought that there were some prime factors that affect students' success in learning speaking skill such as: School related factors, teachers' related factors, syllabus design factors, and students related factors might the main factors that affect students to improve students' competence in learning speaking skill. Furthermore, local accent, vocabulary, meaning and so on could be another factor that affects learners' achievement in learning speaking skill.

The second teacher said that the main factors that affect students' **Achievement** in learning speaking skill were background of the students when start learning speaking knowledge, grammar, vocabulary and so forth.

The third teacher stated that the main factors that affect students' achievement in learning speaking skill were shyness, unable to speak fluently, lack of motivation, stress and topical knowledge of the subject matters. Beyond these, their attitude to practice speaking tasks was the major factor for students' achievement in learning speaking skill.

The fourth teacher explained that the main factors that hinder students' achievement in learning speaking skill were students' related factors like lack of interest, poor background knowledge, about English language and so on. Furthermore, teachers experience in using traditional teaching

methodologies and they did not give more attention towards speaking skill rather than teaching grammatical aspects.

The fifth teacher said that in my opinion the factors that affect students' achievement in learning speaking skill were the speaking class dominated by teachers' that leads to lack of practice time for the learners. The other one student was worried about making mistakes and fear of criticism. Moreover, students did not have desire to express their feelings in English language so that they felt lack of self-confidence to practice speaking skill in and outside the classroom

2. Did you think that quality education affects the students' achievement in learning speaking skill? Whatever you answer explain how quality education affects students' achievement in learning speaking skill?

The First teacher said that Yes, it did. Quality Education has its own advantage and disadvantage or has its own constraints in learning speaking skill. If scholars were not good at any other kinds of integrative language skills, namely listening, reading, and writing skills then learners will not be good at learning speaking skill. In short, when a country has a good Quality Education they (learners) would develop good achievement in learning speaking skill. So Quality Education has direct relationship with learning speaking skill.

The second teacher said that **Yes, of course.** If the syllabus designs did not get incorporate enough knowledge of vocabulary, grammar, speaking practice time and so on. During this time quality education can affect directly related to the learners' achievement in learning speaking skill.

The third teacher said that **no doubt at all.** Quality Education had strong relation with students' achievement in learning speaking skill. If there was no quality education in one country, learners' achievement in learning speaking skill could not be imagined by any means. Thus, to get good achievement in learning speaking skill the quality education should be assured of first.

No doubt! The fourth teacher said that he justified that quality education affects students' achievement in learning speaking skill because students could improve their speaking performance, experience of expressing feelings, and attitudes if there was quality education unless it was impossible to do them.

Yes, it did. The fifth teacher replied that quality education affects students' achievement in learning speaking skill. If there was quality education the students speaking performance and ability would progress unless it was impossible to achieve the goal of learning speaking skill.

Thus, when quality education program should be implemented and incorporated good teaching materials.

3. What are the main factors that affect students' attitude towards learning speaking skill?

The first teacher stated that the main factors that affect learners' attitude in learning speaking skill were psychological problems (health) related anxiety, stress and motivations. Furthermore, classroom environment, parental problems and time pressure can be considered as the main factors.

The second teacher said that the main factors that affect students' attitude towards in learning speaking skill were lack of knowledge, stress, personal experiences, and intrinsic motivation.

The third teacher jotted down the following points concerning the above question. He justified that:

- ✓ The students had the problem of language abilities (poorness)
- ✓ Lack of motivation to learn speaking skill
- ✓ Believing unable to speak English whatever we learn the language
- ✓ Believing that speaking was the most difficult skill

The fourth teacher enumerated that lack of motivation in EFL classroom; lack of teachers organization, lack of preparation and unable to use an appropriate teaching methodology. In addition, stress, anxiety, parental problems and classroom conditions were the factors that affect students' attitude in learning speaking skill.

The fifth teacher said that some of the factors that affects students' attitude in learning speaking skill were: types of personality the students possess and teachers; cultural influence; motivation and interest

4. How School Environment can be a factor that affects students' achievement in learning speaking skill? Explain it briefly.

The first teacher explained that School Environment can be one of the main factors that affect students' achievement in learning speaking skill. For instance, disproportionableness' of learners' classroom ratio, poor library service, the problem of medium of instruction, and instructional materials.

The second teacher explained that School environment could be a factor that affects students' achievement in learning speaking skill because if there is no person who speak in English in the school environment, students would not see model speakers. Furthermore, if the school environment was not conducive for learning activities, it may one factor that affects learners' achievement in learning speaking skill.

The third teacher explained that school environment was the major factor that affects students' achievement in learning speaking skill. If the school was not conducive environment, i.e. lack of enough space in the classroom, resources, and extra-co-curricular it directly affects learners' achievement in learning speaking skill.

The fourth teacher described that the school should be an ideal place for learners to improve and learn English language. For instance, if the school had not provided library service it was absolutely a factor that affects students' achievement in learning speaking skill. Besides, if the classroom was full of chaos it was another factor that affects learners' achievement in speaking skill. **The fifth teachers** said that the school environment should be conducive for learning speaking skill. For instance, the school should be well disciplined and free from chaos that should enhances students' safety when the teaching learning process was conducted in the classroom

5. Do you think that achievement and attitude have a relationship each other in learning speaking skill? Whatever you said for this question explains briefly their relationship?

The first teacher said that **Yes, they have.** Both achievement and attitude have direct correlation regarding to learning speaking skill in English Language. Students' achievement can be set out by their **positive or negative attitude.** Learners' **positive attitude** may influence their academic achievement. On the same way, if they have **negative attitude** towards their achievement in learning speaking skill, learners may not be successfully achieved their goal. So both achievement and attitude have firm relationship each other. The second teacher justified that attitude and achievement had strong relationship each other in learning speaking skill. If there was no attitude or interest to learn speaking skill, someone would not successfully or achievable in learning speaking skill. So, attitude in learning speaking skill could play a determinant role for achievement in learning speaking skill and vice-versa.

The third teacher said **Yes**, certainly it does. Achievement and attitude had direct relationship. If the learners had positive attitude towards their achievement, it will be positive their achievement in learning speaking skill and reciprocally.

The fourth teacher said that it was **definitely**. He described that if someone had good attitude towards in learning speaking skill, he/she might have good achievement in learning speaking skill. So that having been good attitude means having been good achievement in learning speaking skill. **The fifth teacher** said that **Yes, they have**. Achievement and attitude had a relationship to each other in learning speaking skill. If students had good/positive achievement in learning speaking skill subsequently they would have the same attitude and reciprocally.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary, conclusions and recommendations of the research results. After the summary was made the conclusion of the study was drawn. Finally, some possible recommendations were given. The present study, as discussed in the previous chapters, was intended to Study the Factors that Affect Students' Achievement and Attitude in Learning Speaking Skill: Mida Model Service Higher Education Preparatory and General Secondary School by mixed methods of research. To achieve the stated objectives of the study the researcher used two types of data gathering instruments that mean **Questionnaires (open ended and close ended) and interview (semi-structured)** interviews. It came up with a number of insights presented, interpreted and discussed chapter four. This last chapter summarizes the major findings that obtained from the analysis of the qualitative and the quantitative data collected for the study. Therefore, based on the findings, the following summary, conclusions and recommendation were given.

5.1. Summary

The main purpose of this study was to investigate the factors that contributed to students' achievement and attitude in learning speaking skill: Grade 10 students at Mida Model Service Higher Education Preparatory and General Secondary School in focus. At the beginning of chapter one the researcher tried to define /or gave an overview of the researcher title **components (variables)** such as **achievement** and **attitude in learning speaking skill**. Instantly, achievement is a process of acquiring knowledge, skills, and attitudes that would prepare the learners to lead happy and successful lives. Regarding this attitude is the basic factor to be successful in academic.

As the research conducted to identify/ study the factors that affect students achievement and attitude in learning speaking skill: So, in this school, there was no research that conducted mainly emphasized on skills particularly students' achievement and attitude in learning speaking skill. By this study, the researcher would try to explain or exemplify how much extent the

problem was existed in this study area as the researcher described the problem in the research problem.

A study of the factors that affect students' achievement and attitude in teach speaking skill Grade ten students Mida Model Service Higher Education Preparatory and General Secondary School in focus. In order to achieve this purpose, a **descriptive design survey method** was used. Thus, the study has tried to get answers the following basic questions.

1. What are the factors that affect grade 10 students' achievement in learning speaking skill?
2. What are the factors that affect the students' attitude towards learning speaking skill?
3. Is there any relationship between the factors that affect students' achievement in learning speaking skill and the factors that affect their attitude in learning speaking skill?

In this subsection of the study an attempt was made to provide a summary for the major findings of the study based on the basic research questions.

There were summarized below:

1. The factors that affect grade 10 students' achievement in learning speaking skill. As the result depicted from both the students close-ended and open ended questionnaires and teachers' interview grade ten students achievement in learning speaking skill were influenced by lack motivations, attitude, lack of interest, fear, anxiety and teacher related factors were found.
Furthermore, teachers teaching methodology, economic status, student related factors, classroom environment, mother tongue language, and instructional materials had been the major factors that affect students' achievement in learning speaking skill.
2. The factors that affect students' attitude towards learning speaking skill: different factors can be affected learners attitude towards learning speaking skill. These were: lack of interest, fear during classroom practicing time and so forth. In addition, as the findings unveiled that personal attitude, lack of guidance, lack of interest, speaking performance, topical knowledge, amount of support, time pressure and teachers personality i.e. aggressiveness could be another major factors that affect learners' attitude towards learning speaking skill.

3. To check if there is any relationships between the factors that affect students' achievement in speaking and that the factors that affect their attitude towards the speaking skill. Achievement and attitude had a positive relationship in learning speaking skill. For instance, from the table 30 the correlation analysis of achievement and attitude the p -value=0.00 and the Pearson correlation is 0.788. This indicated that there was strong positive relationship between achievement and attitude in learning speaking skill. In this study the researcher incorporated some salient information which had direct relation towards the topic of the study. Under review of literature the researcher extracted the following sub-headings. These are: students related factors, students' motivation, learning styles and learning strategies of EFL/ESL learners. Furthermore, in chapter 2, of review of literature the researcher embedded the issues of anxiety, school related factors, teacher-related factors, and classroom conditions were briefly discussed. Lastly, instructional materials, library services, knowledge of the subject matters, topical, knowledge, pedagogical skills, and learners' motivations were deeply described in this unit.

The research methodology encompasses the research design, populations and sampling techniques, data collection instruments, data collection procedures and data analysis processes. The research design for this study was descriptive survey study. The researcher selected and used mixed approach method of research to analysis the data. Because mixed approach method is a type of research method which includes qualitative and quantitative methods, techniques and other characteristics were mixed in one overall the study. In addition, the research method was used descriptive survey because it was appropriate for the study of **attitude, opinions, preferences, practices, and processes**.

In populations, sampling size and sampling techniques the researcher selected 95 participants through **representative sapling technique**. Among these **51** participants were **male** and **44** participants were **female** participants. At Mida Model Service Higher Education Preparatory and General Secondary School there were 952 students. Among these population 517 students were male and 435 students were female. Furthermore, in this school at this grade level, there were **five** English teachers exclusively the researcher. The researcher selected all these five teachers through purposive sampling method.

As it is known there are various types of data collection instruments. In this study, the researcher used **two** methods of data collection instruments. These were questionnaire and interview (semi structured interview) questions. **Five** interview questions were designed for teachers and 43 questions were design for pupils. From these questions, 38 were close ended questions but the rest were open ended questions.

As the researcher stated in the above about data collection instruments, similarly, the researcher used certain procedures to collect these data. After the researcher designs the questionnaires and the interviews, they distributed to the students and the teachers. But before the questionnaires were disseminated to the students the researcher created awareness to the learners not to discuss/ share their ideas during the response time. After the data collected from different sources it organized and would analyzed by quantitative and qualitative method of research. All quantitative data were analyzed by using **Statistical Package for Social Sciences (SPSS)** whereas the qualitative data were analyzed by using **descriptive method of analysis**.

As the research title has two components/ variables i.e. Achievement and Attitude in learning speaking skill. Therefore, as the findings showed for the factors that affect students' achievement in learning speaking skill were attitude, lack of motivation, instructional materials, economic status, and classroom environment were the result of the study. Furthermore, psychological or health related factors, teachers teaching methods, mother tongue language influence, and teachers not used teaching technology were among the dominant factors that affect students achievement in learning speaking skill. Whereas the factors that affect learners' attitude in learning speaking skill were lack of grammar knowledge, lack of interest, lack of confidence, large size classroom, students personality, speaking skill performance, teachers personality and teachers related factors were the major factors.

5.2. Conclusions

Based on the analysis made so far, the following conclusions were drawn:

The factors that affect students' achievement in learning speaking skills described as follow as:

Students' achievement in learning speaking skill can be influenced by different factors. Among these: curriculum or syllabus related factors/problems (grade 10 student's

textbook content emphasized much more in grammar lessons. In addition, parental or economic status factors which could be most students' literal parents are poor economically, students came from country side. Therefore their parents did not hire home teachers. Could not afford money for extra classes, could not enroll them in well recognized private school as well as did not buy reference materials. Similarly students related factors can impede learners' achievement due to the existence of lack of motivation, low reading habits, anxiety, stress and attitudinal factors. Poor cooperation with class mates, lack of disciplined classroom situation, unable to promote mutual understanding in the class; and lack of well-ordered classroom were classroom conditions related factors. Besides, psychological or health related factors include, trauma, stress, fear and anxiety. Furthermore, the most common factors which is related to teachers teaching methodology was lecturing method. The other one was teaching technology factors, which include lack of using plasma TV and computer aid.

The factors which were teachers do not employ teaching technology because of lack of knowledge, the existence of insufficient technology and large classroom size. **Attitudinal factors in learning speaking skill.**

The attitudinal factors which influence students in learning speaking skill could be numerous. The first one is students' personal attitude that attributes as factors for learners. It may include fear during the classroom practice sessions, lack of self-concepts and learning strategies. In addition speaking performance conditions i.e. time pressure, amount of support, quality performance and topical knowledge can be considered as another factor that affect students' attitude in learning speaking skill. As far as these teachers personality is a decisive factor that affect students attitude in learning speaking skill. The teachers related factors include unmotivated during mistakes, lack of creating opportunities speaking classes; and lack of desires to practice oral exercise. Lastly, the main factor that affect students attitude in learning speaking skills are teachers feedback, lack of motivation, lack of willingness and learning environments.

5.3. Recommendations

Students' achievement and attitude in learning speaking skill could not simply get from the others rather it demand great effort of different stakeholders such as teachers,

students, parents, educational administrators, and even more psychologists. When these stakeholders did not try to exert their efforts for learners' achievement and attitude in learning speaking skill, it would devastate the English language learning processes.

Based on the above findings / conclusions the following recommendations are proffered.

1. Concerning curriculum/syllabus design problems, it should:
 - ✓ The content the textbook should provide an ample opportunity for students to make progress in their speaking skill.
 - ✓ Different language skills should be learnt by different teachers consecutively students will be achieved their speaking skill.
2. Educational psychologists should:
 - ✓ Implement and design how to mitigate student psychological problems i.e. fear, anxiety, motivation and stress during classroom practice sessions.
 - ✓ Work on learners how to they build the students self-confidence.
 - ✓ Trace students mind set up on their attitudes
 - ✓ Design guidance and counseling program for students to change students' attitude towards learning speaking skill.
 - ✓ Teach students about types of personality and their implication in language learning.
 - ✓ Annotate some concepts how students make progress on their attitude towards learning speaking skill.
 - ✓ Render either para-counselling or professional counseling about student's attitudinal problems.
3. Students should:
 - ✓ Enhance their attitude in learning speaking skill.
 - ✓ Attend properly their L2 classes.
 - ✓ Prepare them to practice oral exercises/tasks in the classroom as well as outside the classroom.
 - ✓ Improve their attitude towards learning and achieving speaking skill.
 - ✓ Always immerse them for speaking activities.
 - ✓ Reshape their attitude to be good achiever in speaking skill.
 - ✓ Motivate to learn and to know much more about speaking skill.

- ✓ Create amicable relationship with their classmates.
4. Grade 10 English language teachers should:
- ✓ Use appropriate teaching methods to address the lesson effectively for their students.
 - ✓ Be trained and qualified in English language.
 - ✓ Motivate their students to avoid the obstacles for achieving and their attitudes in learning speaking skill.
 - ✓ Use Plasma Education Program and be committed to help their students by giving tutorial classes, make up classes, worksheet and remedial classes.
 - ✓ Use student centered method to encourage students' hard working and consolidate anything to do more independently.
 - ✓ Use Communicative Language Teaching method.
 - ✓ Aspire today inspire tomorrow their students to achieve their speaking goals.
5. The school and district administration should:
- ✓ Recruit educational psychology teachers.
 - ✓ Complement English instructional materials by coordinating with NGOs and other organizations.
 - ✓ Apply persistent monitoring, controlling and evaluation mechanisms students speaking achievement in learning speaking skill.
 - ✓ Work first students mind set up position/ attitude.
 - ✓ Establish co-curricular activities which enhance students speaking performance i.e. English day at school per week
 - ✓ Build press library in the town.
6. Parents should:
- ✓ Motivate their children's to be successful in learning speaking skill.
 - ✓ Fulfill importance teaching materials and follow how their children attend their education.
 - ✓ Hire private teacher(s) and enroll them in well recognized private school.
 - ✓ Give an advice and guidance to change their attitude towards learning speaking skill.

- ✓ Pay rent of house for their children to live near the school rather the students' shuttle from the remote areas.

5.4.1. Recommendations for other Researchers

Students' achievement and attitude can be influenced negatively by many things when different stakeholders did not take part in their own degree of responsibilities. In this study, an attempt was made on teachers-related factors, particularly knowledge of the subject matter, motivation, attitude, fear, anxiety, instructional materials, and the impact of syllabus design, psychological/health related factors. Furthermore, teachers teaching methodology, and utilization of teaching technology were seen in the study. Thus, this study solely focused on studying the above factors that affect students' achievement and attitude in learning speaking skill. To do so, descriptive survey research design was employed to discover these problems. However, the findings need further investigation by using either qualitative or quantitative methods of research. Moreover, it requires further study using the same methods in large scale since it was conducted in only single secondary school.

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Appendix 1

JIMMA UNIVERSITY

College of Social Sciences and Humanities

Department of English Language and Literature

Questionnaire for Students

Dear Students,

The purpose of this questionnaire is to collect data for an investigation design to A Study of the Factors that Affect Students' skills development and Attitude towards Learning Speaking Skill: Grade 10 Students of Mida Model Service Higher Education Preparatory and General Secondary School in Focus. The data you will provide is believed very crucial in completing this study. As a result of this, you are just kindly requested to read each item properly in the questionnaire and indicate your responses on the basis of the instruction given.

Bear in mind: You may write your name on the questionnaire.

Thank you in Advance!

Closed- ended questions on Achievement in Learning Speaking Skills

Directions: Read the following questions and mark tick (✓) to the correct answer that you believe on it.

1. What are the factors that affect your achievement in learning speaking skill?

Attitude Anxiety
Motivations Parental problems

2. Do you think that your text book has not given many opportunities to learn speaking achievement?

Yes it does. Sometimes it may affect
No, it does not Never at all

3. If your answer is yes, it does how it affects your learning in speaking achievement?

The textbook has not definite practical exercises

The textbook is more emphasis to learn grammar than speaking skill.

The textbook is not an authentic material to succeed our speaking skill.

It is not fully social expression terms.

4. Do you think that your economic status affects your achievement in learning speaking skill?

Yes it is definitely. Partially it is
No it is not I am not sure

5. If your answer is the 2nd or 3rd box, how can it be affect your achievement in learning speaking skill?

My parents could not hire home teacher(s).

I could not afford money for extra-classes.

My parents don't enroll me in well recognized private school.

My parents don't buy reference materials.

6. Do you believe that your classroom environment affects your achievement in learning speaking skill?

I am not sure about it Yes it does affects.

Not it does not

7. If your answer is **yes, it does affect** for question number 6, what is the main factor that affect your achievement in learning speaking skill?

- Poor co-operation with classmates unable to promote mutual understanding in class
 Lack of disciplined classroom Lack of well ordered classroom

8. Do you consider that psychological (or health) related factors that affect your achievement learning in speaking skill?

No I do think so

Yes I am sure

9. If you say **Yes, I am sure** for question number 7, what are the main factors related to psychological (health) issues?

- Trauma Fear
 Stress Anxiety

10. Which of the following teacher teaching-learning methodology affects your achievement in learning speaking skill?

- Group discussion Lecturing
 Individual Presentation Oral Presentation

11. Does your mother Tongue language Affects your achievement in learning speaking skill?

- Yes of course it does. Sometimes it is.
 No it does not Rarely it affects

12 . If your answer is **box1 or box3** for question number 11, how your mothertongue language affect your achievement in learning speaking?

- I fear making mistakes
 I cannot speak English fluently

In my mind, I think my mother Tongue language is easier than English.

- I couldn't speak correctly grammatical sentences.

13. Did you or your teacher do not employ teaching technology during teaching-learning process in the classroom?

- Yes, he/she does employ No, he/she doesn't employ anything
 Of course, sometimes he/she employs Never at all

14. If your answer is **box 1 or box 2** for question number 13, what is the main factor that affects your teacher not to use teaching technology?

- Lack of speaking knowledge Large classroom size
 The existence of insufficient teaching technology Lack of Infrastructure

Closed- ended Questionnaires on Attitude in learning speaking skills

Direction: Read the following questions and choose the correct answer that you believe on it.

1. Do you like practice well speaking skill in the classroom?

Yes, of course.

No, I don't.

2. If your answer is “**No, I don't**” for question 1, what is the reason that you do not practice in the classroom?

Lack of Grammar knowledge Due to large size of the classroom

- Lack of interest Lack of time to practice speaking skill

3. Is your personal attitude a factor that affects your achievement in learning speaking skill?

Yes it does

No it does not

4. If you say **Yes or No** for question number 3 what is the main reason?

- We fear during the classroom practicing time.
 Our English teacher does not guide to practice in the classroom
 We have no interest to practice in the class.

Lack self- Concepts and learning strategies can be factors.

5. Do you think that your speaking performance condition affects your attitude towards in learning speaking skill?

Yes it does No it does not

Never at all

6. If your answer is **yes** for question number 5, what are the factors that affect your attitude in learning speaking skill?

- | | |
|--|--|
| <input type="checkbox"/> Time pressure | <input type="checkbox"/> Quality performance |
| <input type="checkbox"/> Amount of support | <input type="checkbox"/> Topical knowledge |

7. What is your attitude towards learning speaking skill?

- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Positive | <input type="checkbox"/> Good |
| <input type="checkbox"/> Negative. | <input type="checkbox"/> Very good |

8. Does your learning speaking skill achievement and your attitude towards learn speaking skill have any relationship between them?

Yes they ve .

No they hen`t.

9. If you say **yes they have** for question number 8, what will be their relationship between them?

Attituds important to achieve learning speaking skill.

Achievment in learning speaking skill is a factor for learners' attitude towards Learningspeaking skill.

Achievment and attitude in learning speaking skill have not any relationship between them.

Box 1 **and box 2** can be possible answers.

10. Is your teacher personality affects your attitude towards learning speaking skill?

- | |
|--|
| <input type="checkbox"/> Yes he/she does. |
| <input type="checkbox"/> No he/she does no |

11. If your answer is **yes he/she does** for question number 10, what is the personality of your teacher?

- | | |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> Extrovert | <input type="checkbox"/> Intuition |
| <input type="checkbox"/> Introvert | <input type="checkbox"/> Aggressive |

12. Which of the following is a factor that affects your attitude in learning speaking skill?

Teacher's feedck

Lack of willgness

Lack of intrinsic motivation Learning environment

13. Do teachers- related factor is a factor that affects your attitude in learning

Yes he/she does.

Never at all

No he/she doesn't.

Some times

14. If your answer is box 1 or box 2 for question number 13, what are the teachers-related Factors that affect your attitude towards learning speaking skill?

Unmotivation during mistakes Lack of desire to practice oral exercises

Lack of creating opportunities to practice He/she does not present clearly the

Speaking tasks

Appendix 2

JIMMA UNIVERSITY

College of Social Sciences and Humanities

Department of English Language and Literature

Questionnaire for Students

Dear Students,

The purpose of this questionnaire is to collect data for an investigation design to A Study of the Factors that Affect Students' skills development and Attitude towards Learning Speaking Skill: Grade 10 Students of Mida Model Service Higher Education Preparatory and General Secondary School in Focus. The data you will provide is believed very crucial in completing this study. As a result of this, you are just kindly requested to read each item properly in the questionnaire and indicate your responses on the basis of the instruction given.

Bear in mind: You may write your name on the questionnaire.

Thank you in Advance!

B. Open-ended Items

DIRECTION: Read the following questions carefully and give your responses in the given space provided under each question.

28. What are the factors that affect your Achievement in learning speaking skill?

29. What are the factors that affect your attitude towards learning speaking skill?

30. Do you think that your personal experience affects your attitude in learning speaking skill?

31. When you learn speaking skill how your teacher teaches speaking skill ?

32. Is your teacher personality affects your attitude in learning speaking skill? Whatever you said for this question, explain how your teacher personality affects your attitude in learning speaking skill?

33. What do you think that the main factors that affect student's achievement in learning of speaking skill?

34. Do you think that quality education affects the students' achievement in learning speaking

skill? Whatever you answer explain how quality education affects students' achievement in learning speaking skill?

35. What are the main factors that affect students' attitude towards learning speaking skill?

36. How School Environment can be a factor that affects students' achievement in learning Speaking skill? Explain it briefly.

37. Do you think that achievement and attitude have a relationship each other in learning speaking skill?

Whatever you said for this question explains briefly their relationship?

Correlation questions

Direction: Chose an appropriate answer for the following questions that you believe as a right answer and put tick (√) mark below in the table

Descriptions

1. Strongly Disagree = SD (1) 3. Neutral = N (3)
 2. Disagree = DA (2) 4. Agree = A (4)
 5. Strongly Agree = SA (5)

The Co relational Questions of Attitudes

No	No. of items	Alternatives				
		S D(1)	DA(2)	N(3)	A(4)	SA(5)
1	1. Attitude is the main factor for speaking achievement					
2	2. Without attitude it is possible to Make achievement in speaking.					
3	3. Attitude cannot impede speaking Skill achievement.					
4	4. Attitude has direct relationship With speaking skill achievement.					
5	5. Attitude and achievement are Interconnected each other in learning speaking skill					

No.	No. of items	Alternatives				
		SD(1)	DA(2)	N(3)	A(4)	SA(5)
1	1. Achievement is the main factor for Attitude in learning speaking skill.					
2	2. By any means achievement is cannot be a factor for attitude in learning speaking skill.					
3	3. Achievement has no relationship with attitude in learning speaking					
4	4. Without attitude achievement in Learning speaking can be succeed.					
5	5. Achievement can affect a little bit Students' attitude in learning speaking skill.					

Appendix 3

JIMMA UNIVERSITY

College of Social Sciences and Humanities

Department of English Language and Literature

Interview for Teachers

Dear Teachers,

The purpose of this interview is to collect data for an investigation design to A Study of the Factors that Affect Students' skills development and Attitude towards Learning Speaking Skill: Grade 10 Students of Mida Model Service Higher Education Preparatory and General Secondary School in Focus. The data you will provide is believed very crucial in completing this study. As a result of this, you are just kindly requested to read each item properly in the questionnaire and indicate your responses on the basis of the instruction given.

Thank you in Advance!

1. What do you think that the main factors that affect student's achievement in learning of speaking skill?

She said that she thought there are some prime factors that affect students' success in learning speaking skill such as: School related factors, teachers' related factors, syllabus design factors, and students related factors may be the main factor students to improve learners' competence on learning speaking skill. Furthermore, local accent, vocabulary, meaning and so on could be another factor that affects learners' achievement of speaking skill.

The second teacher said that the main factors that affect students' **Achievement** in learning speaking skill were background of the students when start learning speaking knowledge, grammar, vocabulary and so forth.

The third teacher stated that the main factors that affect students' achievement in learning speaking skill were shyness, unable to speak fluently, lack of motivation, stress and topical knowledge of the subject matters. Beyond these, their attitude to practice speaking tasks was the major factor for students' achievement in learning speaking skill.

The fourth teacher explained that the main factors that hinder students' achievement in learning speaking skill were students' related factors like lack of interest, poor background knowledge, about English language and so on. Furthermore, teachers experience in using traditional teaching methodologies and they did not give more attention towards speaking skill rather than teaching grammatical aspects.

The fifth teacher said that in my opinion the factors that affect students' achievement in learning speaking skill were the speaking class dominated by teachers' that leads to lack of practice time for the learners. The other one student was worried about making mistakes and fear of criticism. Moreover, students did not have desire to express their feelings in English language so that they felt lack of self confidence to practice speaking skill in and outside the classroom.

2. Do you think that quality education affects the students' achievement in learning speaking skill? Whatever you answer explain how quality education affects students' achievement in learning speaking skill?

First teacher said that Quality Education has its own advantage and disadvantage or has its own constraints in learning speaking skill. If scholars are not good at any other

kinds of integrative language skills . Namely listening, reading, and writing skills then learners will not be good at learning speaking skill. In short, when a country has a good Quality Education they (learners) may have good achievement in learning speaking skill So, Quality Education has direct relationship with learning speaking skill.

The second teacher said that **Yes, of course**. If the syllabus designs did not get incorporate enough knowledge of vocabulary, grammar, speaking practice time and so on. During this time quality education can affect directly related to the learners' achievement in learning speaking skill.

The third teacher said that **no doubt at all**. Quality Education had strong relation with students' achievement in learning speaking skill. If there was no quality education in one country, learners' achievement in learning speaking skill could not be imagined by any means. Thus, to get good achievement in learning speaking skill the quality education should be assured of first.

No doubt! The fourth teacher said that he justified that quality education affects students' achievement in learning speaking skill because students could improve their speaking performance, experience of expressing feelings, and attitudes if there was quality education unless it was impossible to do them.

Yes, it did the fifth teacher said that quality education affects' students achievement in learning speaking skill. If there were quality education the students speaking performance and ability would progress unless it was impossible to achieve the goal of learning speaking skill. Thus, when quality education programmer implemented it should incorporate good Teaching materials.

3. What are the main factors that affect students' attitude towards learning speaking skill?

The First teacher said that the main factors that affects learners' attitude in learning Speaking skill are psychological problems (health) related, anxiety, stress and motivations.

Furthermore, classroom environment, parental problems and time pressure can be considered as the main factors.

The second teacher said that the main factors that affect students' attitude towards in learning speaking skill are lack of knowledge, stress, personal experiences, and intrinsic motivation.

The third teacher jotted down the following points concerning the above question. He said that:

- ✓ The students had the problem of language abilities (poorness)
- ✓ Lack of motivation to learn speaking skill
- ✓ Believing unable to speak English whatever we learn the language
- ✓ Believing speaking was the most difficult skill

The fourth teacher enumerated that lack of motivation in EFL classroom; lack of teachers organized well preparation and teaching methodology. In addition, stress, anxiety, parental problems and classroom conditions.

The fifth teacher said that some of the factors that affects students' attitude in learning speaking skill was: types of personality the students possess and teachers; cultural influence; motivation and interest

4. How School Environment can be a factor that affects students' achievement in learning Speaking skill? Explain it briefly.

The first teacher said that School Environment can be one of the main factors that affect students' achievement in learning speaking skill. For instance, disproportionableness' of learners' classroom ratio, poor library service, the problem of medium of instruction, and instructional well as pupils confidence. Shyness also can be mentioned as factors.

The second teacher explained that School environment could be a factor that affects students' achievement in learning speaking skill because if there is no person who speak in English in the school environment, students would not see model speakers. Furthermore, if the school environment was not conducive for learning activities, it may one factor that affects learners' achievement in learning speaking skill.

The third teacher explained that school environment was the major factor that affects students' achievement in learning speaking skill. If the school was not conducive environment, i.e. lack of enough space in the classroom, resources, and extra-co curricular it directly affects learners achievement in learning speaking skill.

The fourth teacher said that the school should be an ideal place for learners' to improve and learn English language. For instance, if the school had not provided library service it was absolutely a factor that affects students' achievement in learning speaking skill. Besides, if the classroom was full of chaos it was another factor that affects learners' achievement in

speaking skill. **The fifth teachers** said that the school environment should be conducive for learning speaking skill. For instance, the school should be well disciplined and free from chaos that should enhance students' safety when the teaching learning process was conducted in the classroom

5. Do you think that achievement and attitude have a relationship each other in learning speaking skill?

Whatever you said for this question explains briefly their relationship?

The first teacher said that **Yes, they have**. Both achievement and attitude have direct correlation regarding to learning speaking skill in English Language. Students' achievement can be set out by their **positive or negative attitude**. Learners' **positive attitude** may influence their academic achievement. On the same way, if they have **negative attitude** towards their achievement in learning speaking skill, learners may not be successfully achieved their goal. So both achievement and attitude have firm relationship each other. The second teacher justified that attitude and achievement had strong relationship each other in learning speaking skill. If there was no attitude or interest to learn speaking skill, someone would not successfully or achievable in learning speaking skill. So, attitude in learning speaking skill could play a determinant role for achievement in learning speaking skill and vice-versal

The third teachers said **Yes**, certainly it does. Achievement and attitude had direct relationship. If the learners had positive attitude towards their achievement, it will be positive their achievement in learning speaking skill and reciprocally.

The fourth teachers said that it was **definitely**. He described that if someone had good attitude towards in learning speaking skill, he/she might have good achievement in learning speaking skill. So that having been good attitude means having been good achievement in learning speaking skill. **The fifth teacher** said that **Yes, they have**. Achievement and attitude had a relationship to each other in learning speaking skill. If students had good/positive achievement in learning speaking skill subsequently they would have the same attitude and reciprocally