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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

AN ASSESSMENT OF THE RELATIONSHIP BETWEEN THE EXPECTED  
AND THE ACTUAL ROLES OF STUDENTS IN LEARNING ENGLISH  
SPEAKING SKILLS AND CHALLENGES THEY FACE: GRADE ELEVEN  
STUDENTS AT FIRST KOTO SECONDARY SCHOOL IN FOCUS

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JULY, 2021

JIMMA, ETHIOPIA

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## Declaration

I, the undersigned, do hereby declare that this thesis is my original work, not presented for any degree in any universities and that all the sources used for it were duly acknowledged.

Name

Signature

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### Confirmation and Approval

The thesis on the title “*AN ASSESSMENT OF THE RELATIONSHIP BETWEEN THE EXPECTED AND THE ACTUAL ROLES OF STUDENTS IN LEARNING ENGLISH SPEAKING SKILLS AND CHALLENGES THEY FACE: GRADE ELEVEN STUDENTS AT FIRST KOTO SECONDARY SCHOOL IN FOCUS*” is approved as the original work of Eyob Abera and all the sources were properly acknowledged.

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## ***Abstract***

*This study was aimed to assess the relationship between the expected and the actual roles of students in learning English speaking skills and challenges they face: grade eleven students at first Koto secondary school in focus. To this end, the correlational research design was employed. The population of the study was one hundred sixty-six grade eleven students. The researcher took 50% as the sample of the study using the simple random sampling technique. The instruments used to collect data for the study were semi-structured interviews, classroom observations and questionnaires. In order to analyze the data, the researcher used mixed methods whereby both qualitative and quantitative methods were used. The data which were collected by semi-structured interviews and the classroom observation were analyzed qualitatively while the data which were collected by using questionnaire were analyzed quantitatively. The quantitative data were analyzed with SPSS version 26 software in descriptive statistics and Spearman correlation (inferential statistics). The result revealed that the relationship between the expected and the actual roles was strong and the value of the range is found between 0.40 and 0.69 which means  $r=0.511$ . The result also revealed students face several challenges like the influence of their mother tongue, lack of background knowledge, and lack of motivation. Based on the findings, appropriate recommendations were forwarded.*

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## Table of Contents

Content	Page
Declaration .....	iii
<i>Abstract</i> .....	iv
Acknowledgement .....	v
List of Tables .....	x
Abbreviations/Acronyms .....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem .....	3
1.3. Research Questions .....	4
1.4. Objectives of the Study .....	4
1.4.1. General Objective .....	4
1.4.2. Specific Objectives .....	4
1.5. Significance of the Study .....	4
1.6. Delimitation of the Study.....	5
1.7. Limitation of the study.....	5
1.8. Definitions of key terms.....	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	7
2.1. Introduction .....	7

2.2. Definition of Language Learning .....	7
2.3. Definition of Speaking .....	7
2.4. Characteristics of speaking skill.....	10
2.5. Function of speaking skills.....	11
2.6. The roles of students in learning English speaking skills .....	14
2.7. Use of expected roles in learning English speaking skills .....	15
2.8. Classroom practice of learning English speaking skills.....	16
2.9. Factors that Affect the Expected Roles and the Actual Roles of Students' in learning English speaking skills .....	17
2.9.1. Motivation .....	18
2.9.2. A classroom atmosphere.....	18
2.9.3. Background of the student.....	19
2.9.4. Influence of mother tongue.....	19
2.9.5. Fright/ fear of making mistakes.....	19
2.9.6. Lack of confidence .....	20
2.9.7. Lack of awareness .....	20
2.9.8. Lack of practice .....	20
2.10. Related Researches on Speaking Skill .....	21
2.11. Theoretical Framework .....	21
2.12. Conceptual Framework .....	22

CHAPTER THREE: RESEARCH METHODOLOGY .....	24
3.1. Introduction .....	24
3.2. Paradigm in research .....	24
3.3. Research Design.....	24
3.4. Source of Data.....	25
3.5. Population of the Study.....	25
3.6. Sample size and sampling technique of the study.....	25
3.7. Data Collection Instruments.....	25
3.7.1. Classroom observation .....	25
3.7.2. Semi-structured interview.....	26
3.7.3. Questionnaire.....	26
3.8. Reliability and Validity of Instruments.....	27
3.9. Pilot of the study .....	28
3.10. Data collection procedure.....	28
3.11. Method of Data Analysis.....	29
3.13. Ethical Considerations.....	30
CHAPTER FOUR: RESULTS AND DISCUSSION.....	31
4.1. Introduction .....	31
4.2. Analysis of Data obtained through Questionnaire .....	31
4.2.1. The Expected and the Actual Roles of Students in learning English speaking skills .	31



4.2.2. Relationship between the Expected and the Actual Roles of Students in Learning English Speaking Skills .....	40
4.2.2.1. Guidelines for Interpreting the Correlation Coefficients.....	41
4.2.3. The Factors that Affect the Expected and the Actual Roles of Students in Learning English Speaking Skills .....	42
4.3. Analysis of Data Obtained through Classroom Observation .....	44
4.4. Analysis of Data Obtained through Semi-structured Interview .....	46
4.5. Discussion of Results .....	48
CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....	49
5.1. Summary .....	49
5.2. Conclusion.....	50
5.3. Recommendations .....	50
REFERENCES .....	51
APPENDIXES .....	60
Appendix I: Students' Questionnaire .....	60
Appendix II: Classroom Observation Check List .....	65
Appendix III: Student' Interview .....	67
Appendix IV: Amharic version of student's questionnaire.....	68
Appendix V: Amharic version of student's interview .....	72
Appendix VI: Student's interview Transcription .....	73

## List of Tables

Table	Page
TABLE 1: STUDENTS' RESPONSES ON VIEWING THEIR EXPECTED ROLE IN LEARNING ENGLISH SPEAKING SKILLS .....	31
TABLE 2: STUDENTS' RESPONSES ON VIEWING THEIR ACTUAL ROLE IN LEARNING ENGLISH SPEAKING SKILLS .....	35
TABLE 3: THE CORRELATION ANALYSIS OF EXPECTED AND ACTUAL ROLES OF STUDENTS IN LEARNING ENGLISH SPEAKING SKILLS .....	41
TABLE 4: STUDENTS' RESPONSES CONCERNING THE FACTORS AFFECT THE EXPECTED AND THE ACTUAL ROLES IN LEARNING ENGLISH SPEAKING SKILLS.....	42
TABLE 5: ANALYSIS OF CLASSROOM OBSERVATION.....	44

## **Abbreviations/Acronyms**

EFL: English as a Foreign Language

ESL: English as a Second Language

SPSS: Statistical Package for Social Sciences

SNNP: Southern Nations, Nationalities, and People's Region

## CHAPTER ONE: INTRODUCTION

This chapter presents the background of the study, statement of the problem, research questions, the objective of the study, the significance of the study, delimitation of the study, limitation of the study, and definitions of key terms.

### 1.1. Background of the Study

Language is a way of thinking and transferring culture from one generation to another as well as from one nation to another. It is also a way of communication among people. Hence, many countries emphasize teaching languages other than the native language to their citizens.

Over the last three decades, English has become the most crucial foreign language in the world. At present, English is the language for worldwide communication, science, commerce, advertising, diplomacy, and transmitting advanced technology. It has additionally come to be a "lingua franca" among speakers of languages that are not collectively intelligible (Willis, 2004, & Coury et al., 2001).

According to Nirmawati (2015) speaking is an important skill of language learning. It involves communicative performance, and different essential components such as pronunciation, intonation, grammar, vocabulary, etc.

Speaking has generally been as compared to writing, each being considered "efficient skills", instead of the "receptive skills" of analyzing and listening. Speaking is also carefully associated with listening as interrelated methods of conducting communication. Every speaker is concurrently a listener and each listener is at the least doubtlessly a speaker (Oprandy, 1994, p. 153 & EL Menoufy, 1997, p. 9).

Developing speaking abilities is of critical significance in EFL/ESL programs. Also, Nunan (1999) and Burkart and Sheppard (2004) argue that fulfillment in getting to know a language is measured in phrases of the potential to perform a communication with inside the (target) language. Therefore, speaking might be a concern for maximum students of English (Florez, 1999). Speaking preparation is critical as it facilitates students gather EFL talking abilities as a consequence speak spontaneously and obviously with local speakers. Furthermore, if the proper

talking activities are taught within side the language classroom, talking can improve fashionable students' motivation and make the English language classroom a laugh and dynamic area to be (Nunan, 1999 & Celce-Murcia, 2001).

Speaking has been categorized as monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan, 1989, p. 27). Speaking can also use as one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown et al., 1983, p. 3).

Speaking was anticipated that the maintenance of social relationships nature of spoken language requires the speaker's skills to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using the previous skills for communication. This means that EFL learners should obtain the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact (Bygate, 1987 & Brown, 2001). Besides, speaking requires that learners understand when, why, and in what ways to produce language ("sociolinguistic competence") (Burns & Joyce, 1997; Cohen, 1996 & Harmer, 2001, p. 269-270).

With regard to speaking skill, there were a few local researches which had been conducted earlier. For instance a research conducted by Genet Zinabu (2017) was concerned with the teachers' perception and practices of EFL speaking skills assessment. It was done on North wollo Zone at Habru, Kobo and Woldia Woreda General Secondary and Preparatory Schools grade 10 in focus. Another research conducted by Sook (2003) also conducted on perception and practical constraints speaking assessment in Korea. It focused on teachers as they are responsible to assess students speaking skills. The result indicated that the teachers were not equipped with an adequate theory of speaking assessment. A research conducted by Sisay (2012) was concerned with investigating a descriptive survey on learner autonomy in EFL speaking skills classrooms in Addis Ababa. The focus of the study was on methods of teaching speaking skills. The result revealed that teachers are more responsible regarding decision- making in the learning process of speaking skills. The present study is aimed to assess the relationship between the expected and the actual roles of students in learning English speaking skills and challenges they face.

## **1.2. Statement of the Problem**

Baker and Westrup (2003) reveal that several problems exist in teaching English as a foreign language in speaking classes due to little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. However, students are expected to interact with teachers and peers to share their ideas. The expected roles mean learners learn to communicate by communicating in speaking skills in English classroom (Larsen-freeman, 2000).

Certain foreign and local studies were conducted on the area. For example, Hoang (2015) conducted on factors affecting speaking skills in Vietnam. The result indicated that students spoke very little or not at all, use their native language during group and pair work, fear motivation, topical knowledge, listening ability, teacher feedback, during speaking activity, and time for preparation. Similar findings have been reported by Tuan and Ma (2015).

Lee (2010) also researched current practices of speaking assessment in secondary schools in South Korea which has a relation to researchers' concern. The result revealed that classroom speaking assessment was broadly conducted using specific speaking tasks and that criterion description plus marking scores were the main types of teacher feedback but still strong tendency to traditional testing.

Habtamu (2017) conducted a study on Exploring the Practice of Teacher-Student Classroom Interaction in EFL to Develop the Learners' Speaking Skills in Tullu Sangota Primary School Grade Eight Students in Focus. The findings of the study revealed that teachers rarely played their role to develop the students speaking skills in the classroom due to lack of awareness, having a negative attitude toward classroom interaction, lack of simple materials to practice classroom interaction, low participation of the students in the class, and lack of access of teaching aids inhibits the teachers to apply classroom interaction.

As far as the knowledge of the researcher, there works did not focus on assessing the relationship between the expected and the actual roles of students in learning English speaking skills and challenges they face. And the variable and participants are different. That is why this study focuses on assessing the relationship between the expected and the actual roles of students in learning English speaking skills and challenges they face.

### **1.3. Research Questions**

The present study attempted to answer the following research questions:

- ✓ What are the expected and the actual roles of students in learning English speaking skills?
- ✓ Is there a significant relationship between the expected and the actual roles of students in learning English speaking skills?
- ✓ What are the factors that affect the expected and the actual roles of students in learning English speaking skills?

### **1.4. Objectives of the Study**

#### **1.4.1. General Objective**

This study aimed to assess the relationship between the expected and the actual roles of students in learning English speaking skills and challenges they face.

#### **1.4.2. Specific Objectives**

This study was intended to achieve the following specific objectives:

- ✓ To find out the expected and the actual roles of students in learning English speaking skills.
- ✓ To find out the relationship between the expected and the actual roles of students in learning English speaking skills.
- ✓ To explore the factors that affects the expected and the actual roles of students in learning English speaking skills.

### **1.5. Significance of the Study**

This study signifies for the following groups: student participants in the study and researchers. These benefits are significant for a number of reasons. Firstly, Grade eleven students of First Koto Secondary School may understand their expected and actual roles in learning English

speaking skills. It may also help to know the factors that affect their roles in learning speaking skills. Moreover, the study may initiate other researchers to conduct further research on the same or related issues.

### **1.6. Delimitation of the Study**

This study focused on assessing the relationship between the expected and the actual roles of students in learning English speaking skills and challenges they face. The study delimited to one particular secondary school, which is located in the SNNPR in Hadiya Zone-West Badewacho Woreda First Koto secondary school; particularly on grade eleven students. The reason why the study delimited to the grade eleven students is that this grade level enables the students to be ready for higher education that needs to know their roles in learning English speaking classes.

### **1.7. Limitation of the study**

This study has certain constraints. Primarily, the sample size of the study was limited to only one school and grade level. It would have been better and more effective if all number of schools included in the study to gather sufficient information to obtain better result, but this could not be done because of the Covid-19. As a result, the result of this study could not be generalized to other schools. In terms of research design and data collection instruments, this study was limited to correlational research design and questionnaire, classroom observation, and semi-structured interviews.

### **1.8. Definitions of key terms**

The following definitions of key terms were recommended by the researcher for more understanding.

**Relationship** is the state achieved by coming together or the quality of two things which are corresponding, or agreeing. According to Reis (2011), a relationship is defined as an enduring association between two persons. A relationship is characterized by a stable pattern of interaction between at least two individuals (Asendorpf & Banse, 2000; Hinde, 1993).

**Expected roles** are roles that are the expected roles from the students in the English classroom in speaking skills. According to Sanghi (2011), the expected role is the expected behavior of the



role incumbent. This is a cognitive idea the content material of which includes of beliefs, expectancies, and subjective probabilities.

**Actual roles** are roles that are practically implemented by students in the English classroom. According to Haara and Smith (2009), actual roles refer to include all forms of engagement where the pupil uses physical concretes while carrying out the activity at hand.

**Challenges** are the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a person's ability. According to Reeves (2009), a challenge literally means an invitation or a call to action. Challenges vary in scope and complexity. When you ask students to complete academic assignments or tasks, you are presenting them with classroom challenges, which can range from simple to complex.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1. Introduction**

In this chapter, literature associated with speaking skills was reviewed. In particular, the chapter discusses the definition of language learning, the definition of speaking, features of speaking skill, function of speaking skills, the role of students in learning English speaking skills, use of expected role in learning English speaking skills, classroom practice level of English speaking skills, factors that affect the expected and actual roles of students in learning English speaking skills, paradigm in research, theoretical framework, and conceptual framework.

### **2.2. Definition of Language Learning**

Language learning is an active technique that starts off evolved at beginning and maintains at some stage in life. Students analyze the language as they use it to speak their thoughts, feelings, and experiences, set up relationships with own circle of relatives participants, and friends, and try to make feel and order in their world (Seikkula et al., 2005).

Language learning is an aware technique, is made of both a proper getting to know state of affairs or self-take a look at the program (Kramina, 2000, p. 27). Hence, language learning is an essential part of the solidarity of all languages (Robbins, 2007, p. 49).

### **2.3. Definition of Speaking**

There are numerous of definitions of the word “speaking” which have been suggested through researchers in language learning. In Webster New World Dictionary, speaking is to mention phrases orally, to speaking as through talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), speaking is the procedure of creating and sharing which means through the use of verbal and non-verbal symbols in one-of-a-kind contexts. Bygate (1987) defines speaking as the manufacturing of auditory alerts to supply one-of-a-kind verbal responses in listeners. It is seemed as combining sounds systematically to shape significant sentences. Abd El Fattah Torky (2006), Eckard and Kearny (1981), Florez (1999), and Howarth (2001) described speaking as a manner procedure which includes a real communication of

opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration among or extra people within side shared time and the shared context.

Speaking is the manner to specific ideas, thoughts, and emotions orally. It is most of the maximum essential skills. However, different skills, consisting of listening, reading, and writing want to gain knowledge of all together (Oradee, 2012). This is comprehensible due to the fact in reality that within side the interplay we contain multiple skills, starting from paying attention to the speaker reacting to what the speaker stated and so forth.

Speaking is one of the maximum essential skills of all 4 language skills (listening, speaking, reading, and writing) due to the fact those who recognize a language are typically known as speakers of that language (Ur, 1996). Besides, speaking is the maximum essential of the 4 language skills. Many students state that they have spent such a lot of years analyzing the English language however cannot communicate it correctly and understandably (Bueno et al., 2006).

Speaking is an interactive method of building meaning which means that entails generating, receiving, and processing information. It is regularly spontaneous, open-ended, and evolving. However, speech is not constantly unpredictable. Language functions (or patterns) that generally tend to recur in positive discourse situations (e.g., declining an invite or inquiring for day off from work), may be recognized and charted (Burns et al., 1997). In speaking, shape and meaning are depending on the context wherein it occurs, such as the members themselves, their collective experiences, the physical environment, and the purpose for speaking. Therefore, learners are predicted to analyze their speaking skills via way of means of the use of the English language within side the English classroom for diverse interactions and that they have ought to get publicity out of the study room and to apply English of their everyday conversation purposes.

When we communicate about speaking, we do now no longer imply simply pronouncing the phrases via the mouth. It means conveying the message via phrases of mouth. This skill is regularly unnoticed in a few teachers' lessons. Learners do now no longer have sufficient possibility both of their lessons or outdoor to talk English. Unfortunately, speaking is not an essential part of teachers' exams. Learners want quite a few exercises to analyze to talk. Learners can analyze their speaking skills via listening and repeating. Teachers can deliver their learners a

few systems and ask them to copy them. This can do away with their learners' shyness. Teachers can use brief questions and brief dialogues within side the classrooms to increase their students' speaking skills (Azeem et al., 2011). When a person speaks to some other person, there could be a relationship. The relationship itself is communication. Furthermore, Wilson (1983) defines speaking because the improvement of the connection among speaker and listener. Also speaking figuring out which logical linguistic, psychological, physical rules ought to be implemented in a given conversation situation. It means that the primary goal of is conversation. To explicit effectively, the speaker ought to recognize precisely what he/she wishes to talk or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has so that you can compare the results of his/her conversation to his/her listener, he/she has to recognize any precept that primarily based totally his speaking both in fashionable or in individual. Based at the above statements the researcher infers that if a person speaks, he/she ought to recognize what he/she is approximately.

Another definition of speaking is utilizing phrases in a regular voice, imparting phrases, knowing, and being capable of use a language. Expressing oneself in phrases, received via listening and reading. Speaking capacity is the capacity to supply sentences, to explicit, to state, or to deliver thoughts, thoughts and emotions. Speaking is human conduct that makes use psychological, neurological, semantic, and linguistic and in fashionable, it could be taken into consideration as a device of social control (Hayriye, 2006).

Speaking is the audio system of every language, mother tongue, and the second language communicates language because the final results in their speaking skill (Hamerca, 2009). Students as the speaker in speaking class, from time to time they are conscious of selecting the phrases, stylistic perform, and the rhythm or tone to bring the definition of messages that their gift to the listeners.

Speaking is a method of sharing thoughts and ideas with different human beings orally. Speaking is not only about generating the phrases however additionally the usage of language to relay meanings that different human beings could make feel of them (Cameron, 2001). As supported via way of means of Nunan (1991) speaking is one skill that calls for extraordinary skills without delay which regularly increase at extraordinary rates. Torkey (2006) defines speaking as a manner

to supply the sound that created indicators to supply differential verbal responses in a listener. It associated with combining sounds systematically to create significant sentences, audio system and listeners exchanged the messages orally. Moreover, speaking is one method to create a verbal exchange with different human beings. It may be questioned, answer, opinions, making the request, and speech that brought verbally. Speaking is the method of structuring the thoughts verbally and non-verbal symbols in extraordinary contexts primarily based totally at the goal of the verbal exchange (Chaney, 1998). From those definitions, it could be concluded that speaking is the capacity to bring messages that such as thoughts and emotions orally, its purpose is to create conversation with different human beings.

#### **2.4. Characteristics of speaking skill**

The speaker wishes to keep away from false impression while conveying the messages to the listener, its motive to make the messages introduced truly. When the speakers need to speak fluently, they should realize the proper scenario while begin to make verbal exchange (Harmer, 2007).

Luoma (2004) divided components of speaking into 5 kinds: range, accuracy, fluency, interaction, and coherence. As supported with the aid of using Mazouzi (2013) the fulfillment of fluency and accuracy of students need to be equivalence due to the fact each of those components assist students to increase their communicative potential.

Fluency in speaking describes the speakers' skills to report the idea of the speaker suddenly. It is the skill of the speaker to speak understandably and create listeners' interest. Hedge (2000) argued that fluency is the speaker's competence to reply truly with the aid of using uniting among phrases and phrases, announcing sound distinctly, and use of pressure and tone.

The subsequent feature is accuracy; it wishes to manipulate the shape that the speaker used. The importance of accuracy indicates the speaker's potential to pick out an appropriate sample of the sentence primarily based totally on verbal exchange. Learners should cognizance on the proper and comprehensiveness of language shape that consists of grammatical, systems, vocabulary, and pronunciation (Mazouzi, 2013).

According to Thornbury (2005), learners' accurate use of grammatical systems calls for the duration and complexity of the utterances and the well-based clauses. Learners from time to time observe comparable phrases or expressions in numerous contexts which do now no longer imply comparable things. So learners need to be capable of use phrases and expressions correctly. Thornbury (2005) declared that pronunciation is the bottom stage of expertise newbies normally can pay interest to it. To speak the English language accurately, learners need to grasp phonological regulations and that they need to be aware of the numerous sounds and their pronunciations. Learners need to additionally realize the pressure, intonation, and pitch. All of those components assist learners speak the English language without difficulty and effectively.

Speaking is a vital device of communication. People use it nearly constantly. As human beings, specifically social creatures we want to make that means of our surroundings. We want to specific our thoughts, opinions, or emotions to be normal in social life. Speaking does now no longer most effective make sound with the aid of using the speech organs however thoughts and emotions. Speaking is the lively use of language to specific that means in order that different humans could make experience of them, therefore, the label of effective use of language may be implemented to speaking. While some other professional stated speaking is the technique of constructing and sharing that means via using verbal and non-verbal symbols, in a number of contexts. To specific their thoughts in a foreign language, the learners will use their current language resources, constructed up from the preceding enjoy of language use. The word speaking has many different meanings or definitions on linguistics' views (Lynne, 2001).

Referring to the definitions above, the researcher might also additionally conclude that speaking is giving oral expression to thoughts, opinions, or emotions in a number of contexts with the aid of using the usage of speech organs which might be constructed up from the preceding experience of language use.

## **2.5. Function of speaking skills**

There are many functions of speaking in human attitude. The functions of speaking are categorized into three; they are talking as interaction, talk as the transaction, and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches (Richard, 2008).

a. Talk as interaction

Talk as interaction means a communication among or extra human beings in a while. They exchange their thoughts, feelings, and lots of others. Such exchanges can be both informal and extra formal, relying at the circumstances (Richard, 2008). Based on Richard's statement, talk as an interaction goal is to create the social function, display attitude of relationships, show value of communication, etc.

b. Talk as transaction

The speaker produces some words that bring about sentences which might be speaking because the transaction. The important intention of it is to make the value of the information received and sent well between speaker and listener.

c. Talk as performance

Talk as performance generally refers to a person who works as a public speaker inclusive of a teacher, lecturer, and motivator. They deliberate as nicely they could earlier than reporting facts to the audiences.

According to Zuliati (2014), Speaking is a critical language skill, wherein communications take a critical role within side the international of facts, speaking is a spoken language this is taught within side the generation of globalization. Because of speaking, students can communicate with different students in our country or exclusive countries, we can share thoughts and opinions. Some human beings see the skills of the scholar primarily based totally on their speaking skills and now no longer on language skills. Students can successfully use speaking skills.

Speaking is the most critical skill due to the fact it is one of the abilities which might be had to carry out a communication. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners ought to have sufficient English-speaking ability to communicate without problems and successfully with different human beings. Rivers (1981) studied using language outdoor the lecture room scenario and understood that speaking is used two times as much as analyzing and writing combined. Efrizal (2012) and Pourhosein (2016) expressed that

speaking is of great importance for human beings' interplay in which they speak anywhere and each day. Speaking is the manner of communicating thoughts and messages orally. If we need to inspire students to communicate in English, we ought to use the language in actual communication and ask them to do the identical process.

Richards and Rodgers (2001) said that within side the conventional methods, the speaking skill changed into left out within side the lecture rooms in which the emphasis changed onto on analyzing and writing skills. For example, in The Grammar-Translation method, analyzing, and writing had been critical skills, and speaking and listening skills had been now no longer of of great importance.

The importance of speaking is indicated with the combination of the alternative language skills. Speaking helps learners develop their vocabulary and grammar skills and then better their writing skills. Students can express their emotions, thoughts; say stories; request; talk, discuss and show the diverse functions of language. Speaking is of vital significance outside the classroom. Therefore, language speakers have more opportunities to find jobs in different organizations and companies. These statements were through Baker et al, (2003) who stated that beginners who speak English thoroughly will have a greater chance for better education, finding good jobs, and getting a promotion.

Nowadays, at the side of the strengthening position of English as a language for worldwide communication, the teaching of speaking skills has become increasingly important in the English as a second or foreign language ESL/EFL context. The teaching of speaking skills is likewise critical because of the huge variety of students who need to examine English with a purpose to use English for communicative purposes. This is apparent in Richards et al (2002) publication where they stated, "A large percentage of the international's language beginners examine English to expand proficiency in speaking". The new parameter used to decide fulfillment in second/foreign language education programs appears to revise the previously held conviction that students' fulfillment or loss of fulfillment in ESL/EFL changed into judged through the accuracy of the language they produced. Thus, the great variety of beginners trying to expand English speaking proficiency and the shift of standards of studying fulfillment from accuracy to



fluency and communicative effectiveness characterize the teaching of ESL/EFL speaking. So, speaking is generally the most critical skill for learners.

The above explanations display that speaking is a very critical part of studying English and students want to speak to communicate with each other and make desirable communication in classroom discussions. Thus, Speaking is an essential part of second language learning and teaching. Despite its significance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, present day international calls for that the intention of teaching speaking ought to enhance students' communicative skills, due to the fact, only in that manner, students can explicit themselves and discover ways to observe the social and cultural policies suitable in every communicative circumstance.

## **2.6. The roles of students in learning English speaking skills**

The students in speaking skills-learning, they should actively negotiate and interact in group/pair work and they express their ideas and opinions in the speaking classroom. That is, they should contribute their opinions, experiences, and feelings in pair/group discussions. Learners are also expected to ask questions, answer questions, show interest and effort, and use different learning strategies and learning styles (Harmer, 2001). Besides, learners should take responsibility for their learning they should be 'managers' of their learning, and they should be motivated (Richards, 2001). Therefore, the learners are predicted to be energetic contributors in talking abilities within side the English school room and they are able to make selections for his or her improvement of talking abilities to speak efficiently with one another.

According to Richards and Rogers (2001) in their extensive discussion of 'Approaches and Methods in Language Teaching', point out that any language teaching practice reflects the roles of learners. So, learners are expected to play crucial roles in the speaking skills class teaching-learning process. Students' roles are one of the major determinant factors for effective integrated-skills teaching in schools (Oxford, 2001). Teachers' and students' roles in integrated skills teaching are complementary (Oxford, 2001) and integrated-skills teaching presupposes that students also have crucial roles in integrated skills teaching (Oxford, 2001; Show, 2003).

The above definitions indicate that the students' activity and participation help to develop their speaking skill, and also learners are expected to play crucial roles in speaking skills class learning process.

## **2.7. Use of expected roles in learning English speaking skills**

As Cotter (2007) explains, training in oral skills which allow them to communicate and engage a significant and fruitful form, (e.g., exchanging information, negotiating meaning, assisting thoughts, dealing with oral defenses) is a manner to inspire students to understand the foreign language as a device for social interaction. Hence, languages have to be used widely; we use language to acquire lots of social functions for example, to entertain, to provide an explanation for how something works, to offer facts, to argue a position, to discover the internal global of the imagination. We additionally use language to make feel of the global, to explicit and develop thoughts on a number of topics, from regular review to the thoughts which are taken into consideration throughout all of the areas of the curriculum.

Students will, for example, 'discover ways to engage productively with their peers, to speak confidently in class discussions, to pay attention strategically, to study with comprehension, and to write down nicely-established and coherent texts' (Cotter, 2007). Learning the English language entails growing each the capacity to apply language efficaciously for a number of functions and the capacity to speak approximately the language being used. Cotter (2007) argues that as students discover ways to use English within side the study room setting, they have to additionally be concerned studying approximately how language works. They have to be asked to request to mirror on diverse elements of language, to develop a common language for talking about language, and to apply this understanding to assess texts severely in terms of effectiveness, meaning, and accuracy.

Someone who speaks nicely might in addition recognize while to apply exclusive grammar points. According to Cotter (2007) role-play activities are precious study room strategies that inspire students to take part participate actively within side the studying process. Cotter additionally mentions that those activities take numerous forms and that the teacher should provide students with a variety of learning experiences by arranging different methodologies in keeping with character needs, interests, and learning levels. Cotter additionally explains that

role-play activities enable the teacher to create supportive, exciting study room surroundings wherein students are engaged and efficaciously examine the goal language.

Thus, within side the in the English study room speaking skill performs a considerable role to develop students' confidence in a multi-directional manner to mirror and supply messages, thoughts, and opinions within side the teaching and learning process. If students speaking skill is developed, they could explicit can express what they need efficaciously and efficiently without the demanding situations of transmitting facts to any other person.

## **2.8. Classroom practice of learning English speaking skills**

Oral conversation is a crucial part of the teaching of English as a foreign language. As supported through Tornqvist (2008) all through teaching speaking in English as a foreign language it is the great significance for the educators to determine that student' emotions, and have a significant impact on foreign language learning.

Foreign language learning is exceptional fostered via natural or authentic communicative activities. The language learning procedure has made a paradigm shift and the focal point on mastery of grammatical competence, mechanical dependency formation and rote memorization of discussion and acting drills has left an area to an extra communicative language learning which embeds creating significant and practical interplay, collaborative work, the interplay among the learners, and the like. To put the reason of language teaching i.e., communicative competence into effect, what language teachers must understand is probably to implement some important study room activities in speaking which assist learners to make authentic interplay. Possibly, the styles of study room activities in speaking activities are numerous which enable learners to achieve the goal of the curriculum through attractive them in actual conversation, and through making them use the communicative procedure as facts sharing, negotiation of meanings, and interplay (Richards et al., 2001). This way that Student might also additionally experience speaking approximately their private stories. In doing so, they are able to growth and enhance their speaking skills. Students can also study speaking and social skills through suggesting possible improvements to one another's practice speeches. Positive experiences in speaking can lead to greater skills and confidence in speaking in front of larger groups.

To facilitate learning and to make it significant, Brown (2000) indicates that an extensive quantity of pair work and group work must be conducted, genuine language input in real-life context should be provided and students have to be endorsed to supply language for authentic, significant conversation as a number of the activities use within side the communicative language study room proceed.

## **2.9. Factors that Affect the Expected Roles and the Actual Roles of Students' in learning English speaking skills**

The primary purpose of having speaking skills in English class is that students speak and use the goal language. They have to overcome their fears of speaking and use the goal language although they make errors, students cannot examine without making errors, the mistakes make them recognize they are having fulfillment of their mastering process; it is far evidence in their improvement. It is essential to make students aware of the role that errors play within side the improvement of a language. As Jianing (2007) explains in her work, many English students accept as true with that in the event that they make errors or fail to discover suitable words to explicit themselves, they will lose face. 'To protect themselves from being laughed at, they are unwilling to speak English. So there is the cruel circle: the less they speak, the less they improve their speaking skills, and the more they are afraid of speaking'.

Jianing (2007) also believes in her research that foreign language students lose interest in what they are learning when they find that they are not doing well. Additionally, fear of making errors and losing respect are some of the factors that influenced university students' willingness in participating in classroom oral communication (Lin, 1998). Therefore, students have to know no longer frightened of making errors at some point of speaking skills due to the fact the mistake is the signal of mastering and exercise makes perfect.

However, Essberger (2007) highlighted the significance of making errors, he said that students have to make errors and, in that way, they could aware about is occurring in their utterances, Essberger (2007) concluded that the person that by no means made anything. So, when students understand that they have got made a mistake, they understand that they have got made progress. This is what very frequently takes place in any English courses, wherein students ought to cope with grammar rules when writing or reading, but most of the time, they do not face oral

communication, so they do not get exercise sufficient in the target language and they come to be frightened of speaking in the front of others.

The interactional possibilities provided through the different activities developed in the classroom and the active participation of the students in English classes in speaking skills should help them to improve oral communication skills and develop the oral abilities to communicate fluently in distinct contexts. As Kozuh (2004) explains ‘communication is a skill similar to swimming in case you do not get into the water and swim, your swimming will now no longer enhance. The significance of speaking skills is likewise highlighted through Cotter (2007) when he states that human beings want language for communication after all and that primarily means speaking no matter the errors students may have when orally interacting with peers or different people. Several factors affect the idea of students when taking part in speaking skills inside the classroom.

### **2.9.1. Motivation**

Motivation is a vital component to inspire students. Motivation might be intrinsic and extrinsic. Students speaking skills could increase if they have high motivation from both students themselves and the people around them. Anna (2002) the improved emphasis on conversation within side the foreign language classroom a very challenging task for foreign language teachers is to get the pupils to take a lively component in conversations in which they specific themselves freely.

Motivation is an internal process. Whether we outline it as a drive or a need, motivation is a circumstance inside us that desires a change, either in the self or the surroundings. When we tap into this nicely of energy, motivation endows the person with the drive and direction needed to engage with the surroundings in an adaptive, open-ended, and problem-solving sort of way (Cheon et al., 2015).

### **2.9.2. A classroom atmosphere**

A classroom atmosphere in the teaching and learning process created students’ interest to join the class. Lighbown et al. (1999) described that there were two types of teachers’ teaching style in the classroom process (1) the traditional instruction environment that aimed to focus on the target

language (2) the communicative instruction environment this style purposed to emphasize the use of target language in daily conversation. This approach is used to encourage students' habit of in communicating English. Besides, the communicative style also focused on grammar to make the conversation work (Lighbown et al., 1999).

### **2.9.3. Background of the student**

The researcher believes that speaking is an energetic and efficient skill. It performs an excellent position in our everyday activities, if the scholars do now no longer have proper history experience, they'll now no longer broaden their communicative skills, mainly speaking skills. Therefore, students' history impacts enhancing speaking skills.

Most of the Ethiopian students stay in rural areas, that the living area has its terrible effect in making use of the predicted roles and the real roles of students in enhancing speaking skills.

According to John, et al., (2008), English is a more difficult language for rural children to learn than for those children living in urban areas. This is because of a scarcity of books and different analyzing materials in English, the provision of fewer models of good English, and the lack of exercise opportunities.

### **2.9.4. Influence of mother tongue**

Unquestionably, that many students cannot speak a lot in English when they want to express their ideas and feelings. This is the reason why their mother tongue influences their speaking when they start speaking in English. As evidence, John Atkins in his book, teaching methodology part one says, most of the mistakes which second language students make are due to interference from their first language (Atkins, J., 2008).

### **2.9.5. Fright/ fear of making mistakes**

The fear of speaking English is pertinent to a few character constructs like tension, inhibition, and risk-taking. Sometimes, excessive tension might also additionally cause despondence and a feel of failure in learners (Azeem, et al., 2011).

According to Woodrow (2006) tension harms the oral overall performance of English speakers. Adults are very careful to make mistakes in anything they tell. In their opinion, mistakes display a form of unawareness that may affect them to speak English in front of different humans.

Speaking tension might also additionally originate from a study room situation with the different abilities of language learners. Learners are divided into two groups: strong and weak ones. The strong learners frequently dominate the gradual and susceptible ones. The susceptible learners do not now no longer need to speak in front of the strong ones which cause their silence at some point of the complete elegance activity. Inhibition is a sense of fear that that stops humans from telling or acting what they need (Cambridge A. L. Dictionary, 2008).

#### **2.9.6. Lack of confidence**

Lack of confidence is a problem in the classroom and occurs in both teachers and students. Students who have a lack of self-confidence are often hardly able to themselves for public speaking in the classroom, e.g., governing his/ her behavior on that his/her peers think, losing belief in self, thinking that his/her friends dis-appraising, afraid of getting mistakes, etc. However, teachers who are lack confidence also lose their performance and ability to manage their classroom optimally. Lack of confidence may cause by teachers' poor understanding of the subject matter (Hysook et al., 2004).

#### **2.9.7. Lack of awareness**

The lack of awareness can be defined as the failure to be alert, vigilant or observant in the surrounding or in the job itself. Such incidents can lead to the failure to recognize the consequences of an action (Oser et al., 2012). Besides, the lack of awareness or the loss of situational awareness is directly related to fatigue, stress or illness. We must recognize when we are suffering from fatigue, stress or illness and we must adjust our behavior accordingly (Endsley, 2017).

#### **2.9.8. Lack of practice**

Lack of practice is the lack of actual application or use of an idea or belief. According to Folgheraiter (2003), lack of practice is the failure to practice something to transfer the ideas, and

it refers to now no longer having practiced something sufficient but in preference to simply being out of exercise. It is an insufficiency, shortage, or absence of something required or desired.

## **2.10. Related Researches on Speaking Skill**

Certain local studies were conducted on the area. For example, Tadesse (2002) studied an investigation of teachers' and learners' role awareness as reflected in grade 9 English classrooms. The study focused on investigating how teachers' and learners' role awareness is reflected in classroom interaction.

Also, Biniam (2008) investigated "the role of student activities outside the regular class hours in improving learners' English language skills (speaking and listening skills in focus) in Teacher Education Institutes. The study focused on the role of students outside the classroom in improving their speaking skills. The finding of the study showed that extra class activities tend to have an important role in the improvement of students' English language skills. Besides, Beyene, (2008) researched on perception and classroom practice of speaking skills by high school EFL teachers and learners. The study focused on investigating both teachers' and learners' perceptions about speaking skills and their practical application of speaking skills principles in EFL classrooms.

Furthermore, Negash (2011) conducted on Causes for and prevalence of EFL anxiety on the practice of speaking skills in Tigry regional state Eastern Zone Irob Wereda in Dawhan preparatory School and suggested for further study. The result revealed that the cause of anxiety was fear of negative evaluation, inappropriate topics given for discussion, and poor background.

## **2.11. Theoretical Framework**

The theory is the rational type of generalized thinking that gives explanations on how language is learned. According to Chunk (2012), a theory is a scientifically suitable set of ideas supplied to give an explanation for a phenomenon. A theory provides frameworks for interpreting environmental observation and serves as a bridge between research and education.

The researcher used social constructivist theory because constructivism focuses on the importance of individual knowledge, beliefs, and skills through the experience of learning. It



states that the development of expertise is an aggregate of earlier know-how and new statistics. Individuals can take delivery of new thoughts or suit them into their mounted perspectives of the sector. Constructivist studying is an idea about how humans learn. It states that studying occurs while inexperienced persons assemble which means with the aid of using decoding statistics within side the context in their experiences. In different words, inexperienced persons assemble their understandings of the sector with the aid of using reflecting on their experiences. Constructivist learning is related to pedagogic approaches that promote active learning, effective learning, and meaningful learning, constructive learning and learning by doing.

Constructivist learning has emerged as a prominent approach to learning and teaching based on the work by Ernst von Glasersfeld (1917 ), Jean Piaget (1896–1980), Jerome Bruner (1915–), John Dewey (1858–1952), Lev Vygotsky (1896–1934), and Maria Montessori (1870–1952) who among others provide historical precedents for constructivist learning theory. Constructivist learning claims that learners do not just absorb information. Instead, learners construct information by actively trying to organize and make sense of it in unique ways.

The constructivist theory includes both cognitive and social constructivist schools of thought. Cognitive constructivism is characterized by the individual construction of knowledge as individuals interact with the world around them. The basis for this philosophy is that people respond and adapt individually to changes in their environment. Alternatively, social constructivism suggests that cognitive development is the result of social interactions rather than individual adaptations (Vygotsky, 1978).

## **2.12. Conceptual Framework**

The conceptual framework is a way that the researcher believes can great provide an explanation for the phenomenon to be studied (Camp, 2001). It is connected with the principles, empirical studies, and critical theories utilized in promoting and systemizing the understanding espoused with the aid of using the researcher (Peshkin, 1993). It is the researcher's clarification of ways the studies problem could be explored. The conceptual framework gives an incorporated manner of searching at a problem have a look at (Liehr et al., 1999). From a statistical perspective, the conceptual framework describes the connection among the primary principles of a have a look at. It is organized in a logical way to aid offer an image or visible show of ways thoughts in a have a

look relate to one another (Grant et al., 2014). Interestingly, it suggests the connection of movements the researcher intends to perform in studies have a look at (Dixon, Gulliver & Gibbon, 2001). The framework makes it simpler for the researcher to without difficulty specify and outline the principles in the problem of the have a look at (Luse et al., 2012). Miles and Huberman (1994, p.18) opine that conceptual framework can be ‘graphical or a story shape displaying the important thing variables or constructs to be studied and the presumed relationships among them.’

Conceptual frameworks are constantly built with the aid of using researchers (Polit et al., 2004). Ravitch et al. (2016) aver that conceptual framework are generative frameworks that mirror the deliberating the whole studies process. Mostly, diagrams are created to certainly outline the constructs or variables of the studies subject matter and their relationships are proven with the aid of using arrows. Latham (2017) argues that the whole technique should trust the variables, in addition to their relationship and context.

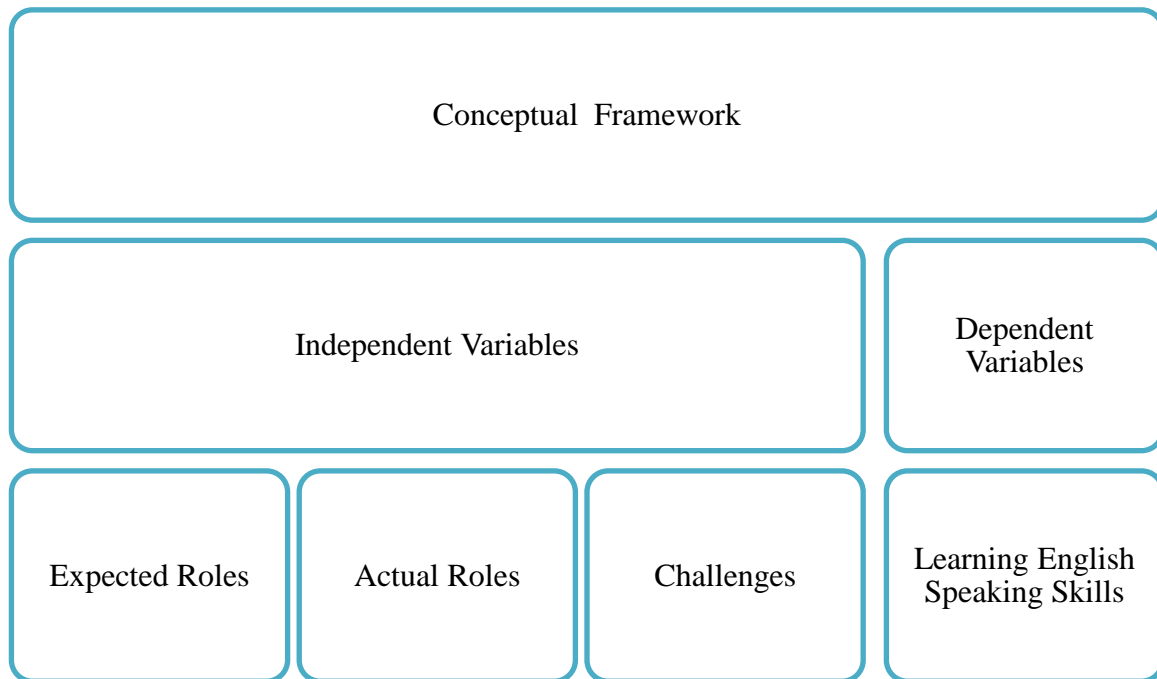


Figure 1: Conceptual Framework

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

This part of the research presents the methodological aspects used in the research. Therefore, this part includes research design, source of data, the population of the study, sample size and sampling technique of the study, data collection instruments, reliability and validity of instruments, pilot of the study, data collection procedures, method of data analysis and ethical considerations used while conducting research.

### **3.2. Paradigm in research**

The researcher used the pragmatic paradigm (worldview). Pragmatism as a worldview arises out of actions, situations, and results as opposed to antecedent conditions (as in postpositivism). There is a concern with applications that works and solutions to problems (Patton, 1990). Instead of focusing on methods, the researcher emphasizes the research problem and uses all approaches available to understand the problem. As a philosophical underpinning for mixed methods studies, Morgan (2007), Tashakkori and Teddlie (1998), and Patton (1990) deliver its significance for focusing interest at the studies problem in social science studies after which the use of pluralistic procedures to derive understanding approximately the problem. Cherryholmes (1992) and Morgan (2007) pragmatism provides a philosophical foundation for studies:

- ✓ Pragmatism refers to mixed method research, that is, researchers freely rely on quantitative and qualitative methods to conduct research.
- ✓ Individual researcher has freedom of choice. In this way, the researcher is free to choose the methods, techniques, and procedures of research that best meet the needs and purposes.

### **3.3. Research Design**

The researcher used a correlational research design to correlate the relationship between the expected and the actual roles of students in learning English speaking skills. According to Creswell (2007), correlational research designs are used by investigators to describe and measure the degree of relationship between two or more variables or sets of scores. An advantage of a

correlational study is that it allows a researcher to analyze the relationship between different variables (Gall et al., 2007).

### **3.4. Source of Data**

The researcher used the primary source to collect data from grade eleven students. Additionally, the researcher used classroom observation, semi-structured interviews, and questionnaires with grade eleven students.

### **3.5. Population of the Study**

The population of this study was grade eleven students at First Koto Secondary School. The participants were determined using a simple random sampling technique. The participants of the study were eighty-three students.

### **3.6. Sample size and sampling technique of the study**

To take the sample from the total population, the researcher used a simple random sampling technique whereby the researcher employed the lottery method. Among the total population, the researcher took 50 % as the participants of the study.

A simple random sampling technique (lottery method) avoids biases and helps to generalize data gained from sample respondents and avoids an error that could arise from sampling. According to Kothari (2004), the simple random sampling technique ensures that each number of the target population has an equal and independent chance of being included in the sample.

### **3.7. Data Collection Instruments**

To collect data from the samples of the target population, the researcher used classroom observation, semi-structured interviews, and questionnaires as data collection instruments.

#### **3.7.1. Classroom observation**

Observation gives the first-hand account of situations under study and when combined with other data collecting tools, it allows the researcher for a holistic interpretation of the situations which are being studied. The goal of using classroom observation was to assess how the expected and

the actual roles of students were being processed in learning English speaking skills. The researcher conducted classroom observation in three classes out of six classes. And three classes were observed each two times to assess how the expected and the actual roles of students were being processed in learning English speaking classes. Hintze and Shapiro (2002) a classroom observation is an act of watching a classroom condition during the learning-teaching process was being processed in the actual EFL classroom. Classroom observation is a qualitative way of recording and measuring learner behavior and mastery by systematically watching and recording them in action. The researcher designed checklists to observe the expected roles of students and their actual roles.

### **3.7.2. Semi-structured interview**

The second type of tool that used in this study is a semi-structured interview to get first-hand and genuine information from the respondents. The purpose of a semi-structured interview is to enrich the data collected by classroom observation and to encourage two-way communication. It allows for a comprehensive discussion of pertinent topics. Six students were selected for semi-structured interviews randomly from those who participated filling questionnaire. Therefore, the researcher designed semi-structured interview questions for the students. According to Harrell and Bradley (2009), a semi-structured interview is a type of interview in which the interviewer does not strictly follow a formalized list of questions. Instead, the interviewer asked more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question-and-answer format.

### **3.7.3. Questionnaire**

The questionnaire was used in this study to get the information that cannot be obtained through classroom observation and interviews. According to Lepkowski et al. (2008), a questionnaire is a data collection instrument that consists of a set of questions that aims to collect information from a respondent. It is a structured form, either written or printed, consists of a formalized set of questions designed to collect information on some subject or subjects from one or more respondents. The purpose of using a questionnaire is to determine the relationship between the expected and the actual roles of students in learning English speaking skills and the challenges they face. Every possible effort was made to avoid ambiguities in designing the questionnaire.

Besides, all efforts were made to make the questionnaire as comprehensive as possible to the major views of the expected and the actual roles of students in learning speaking skills. According to Willis (2004), a questionnaire is a series of questions designed to elicit information from respondents that relate to the research question. Basically, it is a set of standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics.

### **3.8. Reliability and Validity of Instruments**

Validity explains how well the collected data covers the actual area of investigation (Ghauri & Gronhaug, 2005). Validity means to measure what is intended to be measured (Field, 2005) while reliability concerns the extent to which a measurement of a phenomenon provides stable and constant results (Carmines et al., 1979). Reliability is also concerned with repeatability.

To maintain the reliability and validity of the instruments, the first draft of the questionnaire, the observation checklist, and the interview questions were given to my advisors so that they could comment on the appropriateness of the items if they were fit to measure the target objective of the study. The advisors were also given rigorous comments on the items, instructions, and formats that the researcher reshaped the instruments. Accordingly, the researcher accepted their suggestions and comments and reshape the instruments. Finally, the researcher used Cronbach's alpha to check the internal consistency (reliability) of the instruments. Cronbach's alpha is a measure of the internal consistency or reliability between several items, measurements, or ratings. In other words, it estimates how reliable are the responses of a questionnaire (or domain of a questionnaire), instrumentation, or rating evaluated by subjects which will indicate the stability of the tools. Alpha was developed by Cronbach, which was originally used to measure the reliability of a psychometric instrument. The value of Cronbach's alpha ranges from zero to one with the higher values implying the items are measuring the same dimension. In contrary, if Cronbach's alpha value is low (near to 0), it means some or all of the items are not measuring the same dimension (Cronbach, 1951).

### **3.9. Pilot of the study**

The pilot study had the following two major goals: (1) to check if the data gathering tools were appropriate to collect the data that help to answer the research questions; (2) to establish that the instruments are clear and understandable to the research participants.

In this study, to check the reliability and validity of the data gathering tools before collecting data for the actual study, the researcher conducted a pilot study with a different sample. The questionnaire was piloted on twenty-five students at Danema Secondary School. Therefore, the researcher employed Cronbach's alpha to check the reliability of items. The reliability of expected and actual roles items and challenges items were calculated by Cronbach alpha. It was 0.985 and 0.941 respectively. Accordingly, the results were (0.985 and 0.941) which implies a high internal consistency coefficient. This indicates that the questionnaire is reliable for the actual research. As a result of the pilot, some improvements were made to the items. The improvements include categorizing questions under making the instructions clear, making the language simple, and re-arranging the order of questions. Then the questionnaire was distributed for the actual study.

To see the validity of the questionnaire, the researcher employed language expertise and advisors' comments. And then they suggested to the researcher some items modify. Accordingly, the researcher has accepted their suggestions and comments. As a result of the comments, the researcher made some modifications to the items.

### **3.10. Data collection procedure**

The researcher conducted classroom observation first and followed by a semi structured interview and questionnaire respectively. Classroom observation used to assess how the expected and the actual roles of students were being processed in learning English speaking skills. The classroom observation was conducted at First Koto Secondary School grade eleven students in focus. The observation checklist was prepared by the researcher.

Semi-structured interviews were used to collect the information from students. Furthermore, semi-structured interviews were conducted with grade eleven students. The responses of students' interviews were recorded with an audio recorder. The results from the interview were

transcribed after the researcher listened to the recorded audio. The interview is the process that is used to gather data and it includes questioning and answering among the interviewer and interviewee. The interview is the most important tool in the qualitative method. The interview was carried out after the classroom observation. It also supports the result of the research to provide more information. On the other hand, the interview played an important role in validating the classroom observation data. Finally, the data collected from students by using a questionnaire.

### 3.11. Method of Data Analysis

The researcher employed mixed methods to analyze the data. Both qualitative and quantitative methods of analysis were used. The data from the questionnaire were analyzed quantitatively and this was done based on tables of frequency and percentage for the close-ended items. The data which were collected from interviews and classroom observation were analyzed qualitatively. These data were transcribed and narrated thoroughly. To analysis, the qualitative data obtained from the interview the researcher listened to the interview recording and transcribes all the words said by the interviewee. The findings of the interview were presented in a narrative explanation. After all of the data is transcribed, interview data was organized based on the research objectives. Besides, the data obtained through the questionnaire was analyzed descriptively by conducting a correlational design and by using the Statistical Packages for Social Sciences version 26 software.

### 3.12. The scale of Spearman’s Correlation Coefficient

Spearman p	Correlation
$\geq 0.70$	Very strong relationship
0.40-0.69	Strong relationship
0.30-0.39	Moderate relationship
0.20-0.29	Weak relationship
0.01-0.19	No or Negligible relationship
This descriptor applies to both positive and negative relationships. (Adapted from Dancey and Reidy, 2004)	



### **3.13. Ethical Considerations**

Marshall (1998) defined research ethics as the application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of research. This implies, if we expect people to continue helping us, we should treat them with honesty, respect, and modesty, and disruption to a participant's life should be kept a minimum because responding to an interview, questionnaires, and checking the analyzed contents requires significant times and energy and it can disrupt the participant regular activity. This refers that, ethical consideration plays a great role in research studies and all researchers must be taken care of it.

To perform these in conducting this study, the researcher used an effort to several ethical considerations. First, the researcher explained the objectives and significance of the study to the respondents and encouraged them to participate voluntarily. Second, the researcher also assured them that the information they provided is used for the study purpose and cannot be stored, categorized, and reported by their names and their specific addresses. Third, the respondents assure the information they provided is kept confidential. To ensure these, the researcher put an opening introductory letter that requests respondents' cooperation to provide the required information for the study.

## CHAPTER FOUR: RESULTS AND DISCUSSION

### 4.1. Introduction

The purpose of the present study is to find out the relationship between the expected and the actual roles of students in learning English speaking skills and the challenges they face. To show the relationship between the expected and the actual roles, the researcher used the scale of Spearman’s Correlation Coefficient. The data which were collected from questionnaire were analyzed using the Statistical Package for the Social Sciences version 26 software whereas the data which were collected from interviews and classroom observation were analyzed qualitatively through thematically. In this part of the study, the results of the data analyses are presented. The relationship between the expected and the actual roles of students in learning English speaking skills was obtained by the questionnaire. The data gathered by the three data collection tools (questionnaire, semi-structured interview, and classroom observation) and the data analysis related to the research questions. The presentation of the data and the analyses are organized according to the order of the research questions.

### 4.2. Analysis of Data obtained through Questionnaire

#### 4.2.1. The Expected and the Actual Roles of Students in learning English speaking skills

The first research question aimed to identify the expected and the actual roles of students in learning English speaking skills.

Table 1: Students’ responses on viewing their expected role in learning English speaking skills

No	Items	Responses									
		5		4		3		2		1	
		F	%	F	%	F	%	F	%	F	%
1	I strongly believe that I can achieve native-like fluency	5	6.0	3	3.6	7	8.4	22	26.5	46	55.4

	in speaking English.										
2	I can tell a story in English.	4	4.8	5	6.0	10	12.0	41	49.4	23	27.7
3	I believe that I am a good English speaker.	1	1.2	4	4.8	6	7.2	33	39.8	39	47.0
4	I feel confident when speaking in English.	3	3.6	7	8.4	11	13.3	13	15.7	49	59.0
5	I believe that I express ideas and opinions in English speaking classes.	4	4.8	7	8.4	15	18.1	37	44.6	20	24.1
6	I believe that I am enough ability to improve my speaking skills in English.	2	2.4	3	3.6	10	12.0	21	25.3	47	56.6
7	I am sure that if I practice speaking more, I will get better grades in the course.	3	3.6	4	4.8	8	9.6	28	33.7	40	48.2
8	I make a mental outline of the main points before speak.	3	3.6	8	9.6	10	12.0	25	30.1	37	44.6

9	I make lists of expressions, words to learn.	1	1.2	8	9.6	12	14.5	17	20.5	45	54.2
10	I try to talk like native speakers.	2	2.4	5	6.0	13	15.7	20	24.1	43	51.8
11	I try to learn from my speaking mistakes.	3	3.6	12	14.5	15	18.1	44	53.0	9	10.8
12	I encourage myself to try to speak.	5	6.0	6	7.2	23	27.7	42	50.6	7	8.4
13	I think about what to learn to improve my speaking.	3	3.6	8	9.6	19	22.9	42	50.6	11	13.3
14	I pay attention to similarities and differences between English and 1 <sup>st</sup> language.	1	1.2	10	12.0	20	24.1	40	48.2	12	14.5

Key: 5=always, 4=often, 3=sometimes, 2=rarely, 1=never, f=frequency, and %=percent

As table 1, item 1, above depicts 5(6.0%), 3(3.6%), and 7(8.4%) of the respondents confirmed that they always, often, sometimes, but 22(26.5%) replied that he/she rarely, and the rest 46(55.4%) replied that he/she never respectively.

Item 2, 4 (4.8%), 5(6.0%), 10(12.0%), 41(49.4%), and 23(27.7%) of the respondents respectively stated that they always, often, sometimes, rarely, and never. So, most of them not tell a story in English.

Item 3, above shows that 1(1.2%), 4(4.8%), and 6(7.2%) of the respondents confirmed that they always, often, sometimes, but 33(39.8%) revealed that he/she rarely, and the rest 39(47.0%) of the respondent replied that he/she never respectively.

Item 4, above shows that 3(3.6%), 7(8.4%), and 11(13.3%) of the respondents confirmed that they always, often, sometimes, but 13(15.7%) replied that he/she rarely, and the rest 49(59.0%) revealed that he/she never respectively.

Item 5, 4(4.8%), 7(8.4%), 15(18.1%), 37(44.6%), and 20(24.1%) of the respondents respectively stated that they always, often, sometimes, rarely, and never. So, most of them don not express their ideas and opinions in English speaking classes, it has consistency with the classroom observation.

As item 6, the student's responses on the ability to improve speaking skills in English, 47(56.6%) and 21(25.3%) reported their never and rarely on the ability to improve speaking skills in English respectively whereas 10(12.0%), 3(3.6%) and 2(2.4%) of the respondents were sometimes, often, and always respectively.

Item 7, 3(3.6%), 4(8.4%), 8(9.6%), 28(33.7%), and 40(48.2%) of the respondents respectively stated that they always, often, sometimes, rarely and never consecutively. This implies that most students did not exercise their role in the classroom.

In replying to item 8, 3(3.6%) of the respondents confirmed that they always make a mental outline of the main points before speak and 8(9.6%) of them make a mental outline of the main points before speaking sometimes whereas 10(12.0%), 25(30.1%) and 37(44.6%) of the answered that they sometimes, rarely, and never did so respectively.

As item 9, 1(1.2%), 8(9.6%), 12(14.5%), 17(20.5%), and 45(54.2%) of the respondents respectively stated that they always, often, sometimes, rarely, and never consecutively. This implies that most students did not make lists of expressions words to learn.

With regard to item 10, 2(2.4%), 5(6.0%), 13(15.7%), 20(24.1%), and 43(51.8%) of the respondents stated that they always, often, sometimes, rarely, and never respectively. This indicates that most students did not try to talk like native speakers.

Item 11, 3(3.6%) of the respondents confirmed that they always try to learn from my speaking mistakes and 12(14.5%) of them try to learn from my speaking mistakes sometimes whereas 15(18.1%), 44(53.0%) and 9(10.8%) of the respondents answered that they sometimes, rarely, and never did so respectively.

Item 12, above depicts that 5(6.0%), 6(7.2%), and 23(27.7%) of the respondents confirmed that they always, often, sometimes, but 42(50.6%) revealed that he/she rarely, and the rest 7(8.4%) replied that he/she never respectively.

As item 13, 3(3.6%), 8(9.6%), 19(22.9%), 42(50.6%), and 11(13.3%) of the respondents stated that they always, often, sometimes, rarely, and never respectively. This indicates that most students did not think about what to learn to improve their speaking skills as expected.

As item 14, 1(1.2%), 10(12.0%), 20(24.1%), 40(48.2%), and 12(14.5%) of the respondents stated that they always, often, sometimes, rarely, and never consecutively. This shows that most students did not pay attention to know similarities and differences between English and 1<sup>st</sup> language.

Table 2: Students’ responses on viewing their actual role in learning English speaking skills

No	Items	Responses									
		5		4		3		2		1	
		F	%	F	%	F	%	F	%	F	%
1	I practice asking speakers to clarify what they said.	4	4.8	1	15.	49	59.	1	18.	2	2.4
				3	7	0	0	5	1		
2	I practice how to pronounce a word better.	5	6.0	1	20.	43	51.	1	18.	3	3.6
				7	5	8	8	5	1		
3	I practice catching the speaker’s main point.	3	3.6	5	6.0	42	50.	2	24.	1	15.
						6	6	0	1	3	7

4	I practice how to communicate with others to share ideas.	6	7.2	10	12.0	50	60.2	9	10.8	8	9.6
5	While speaking, I correct myself when I notice that I made a mistake.	7	8.4	9	10.8	40	48.2	1	19.3	1	13.3
6	I practice using new words/expressions while speaking.	2	2.4	4	4.8	49	59.0	1	21.8	1	12.0
7	I practice English by speaking with my classmates.	8	9.6	11	13.3	42	50.6	1	15.3	9	10.8
8	While speaking, I think to try to apply grammar rules.	5	6.0	10	12.0	40	48.2	1	19.3	1	14.5
9	While speaking, I think of what I want to say in my 1 <sup>st</sup> language and then put it in English.	3	3.6	9	10.8	47	56.6	1	16.4	1	12.0
10	While speaking, I practice relaxing when I feel anxious.	4	4.8	7	8.4	46	55.4	1	19.3	1	12.0
11	I practice how to learn English through practicing.	5	6.0	12	14.5	45	54.2	1	18.5	6	7.2

12	When speaking activities are given in pairs or groups, I actively participate in pair or group activities in speaking activities in the English classroom.	7	8.4	8	9.6	44	53.0	15	18.1	9	10.8
13	I practice speaking in English in EFL class.	4	4.8	10	12.0	48	57.8	15	18.1	5	7.2
14	I usually speak more when I work in pairs and/or groups.	6	7.2	11	13.3	41	49.4	16	19.3	9	10.8

Key: 5=always, 4=often, 3=sometimes, 2=rarely, 1=never, f=frequency, and %=percent

As table 2, item 1, above depicts that 4(4.8%), 13(15.7%), 49(59.0), 15(18.1%), and 2(2.4%) of the respondents respectively stated that they always, often, sometimes, rarely and never. The respondent's result shows that the learners did not practice asking speakers to clarify what they said.

Item 2, above depicts that 5(6.0%), 17(20.5%), and 43(51.8%) of the respondents confirmed that they always, often, sometimes, but 15(18.1%) of the respondent replied that he/she rarely, and the rest 3(3.6%) of the respondent replied that he/she never respectively. The respondent's result shows that the learners did not practice how to pronounce a word better in the English classroom.

Item 3, above shows that 3(3.6%), 5(6.0%), and 42(50.6%) of the respondents confirmed that they always, often, sometimes, but 20(24.1%) of the respondent replied that he/she rarely, and the rest 13(15.7%) of the respondent replied that he/she never consecutively. The result shows that the learners did not practice catching the speaker's main point during the time of learning speaking skills in the English classroom.



Item 4, almost all respondents 50 (60.2%) sometimes and 9(10.8%) rarely with the idea that focus on how to communicate with others to share ideas whereas 6(7.2%) of the respondent replied that he/she always, 10(12.0) of the respondent replied that he/she often, and 8(9.6%) of the respondent replied that he/she never consecutively. The result shows that most of the learners did not practice how to communicate with others to share ideas. The point was further cross-checked with the interview and classroom observation. One interviewee student replied: When I learn speaking skills in the English classroom, I cannot actively participate in English speaking classes the reason is the classroom condition is not suitable to practice how to communicate with others to share ideas. Another, interviewee student added on the same issue that: I wanted to learn speaking skills but the problem is the lack of motivation to practice how to communicate with others to share ideas in the English classroom.

In addition to the above points, the researcher conducted classroom observation to identify problems regarding the learning process. Most of the learners were not practicing how to communicate with others to transfer ideas.

As item 5, above indicates 7(8.4%), 9(10.8%), 40(48.2%), 16(19.3%), and 11(13.3%) of the respondents respectively stated that they always, often, sometimes, rarely and never consecutively. The result shows that most of the learners did not correct themselves after making a mistake during the time of learning English speaking skills.

To obtain additional information, the researcher made an interview with the learners. One interviewee learner said that: I have not to plan to correct a mistake which I make during the time of learning English speaking skills. This reflection indicates a lack of awareness about the correcting mistake to communicate freely without any fear.

In addition to the above points, the researcher conducted classroom observation to identify problems regarding learning speaking skills. Most of the learners were not correcting their mistakes made while speaking due to the lack of motivation to correct mistakes that were made during the time learning speaking skills in the classroom.

Item 6, above shows that 2(2.4%), 4(4.8%), and 49(59.0%) of the respondents confirmed that they always, often, sometimes, but 18(21.7%) of the respondent replied that he/she rarely, and

the rest 10(12.0%) of the respondent replied that he/she never consecutively. This indicates that students did not practice using new words/expressions while speaking.”

Item 7, above shows that 8(9.6%), 11(13.3%), and 42(50.6%) of the respondent confirmed that they always, often, sometimes, but 13(15.7%) of the respondent replied that he/she rarely, and the rest 9(10.8%) of the respondent replied that he/she never respectively. This implies that students did not practice English by speaking with their classmates.

Item 8, above depicts that 5(6.0%), 10(12.0%), 40(48.2%), 16(19.3%), and 12(14.5%) of the respondents respectively stated that they always, often, sometimes, rarely and never consecutively. The result shows that most of the learners did not apply grammar rules during the time of learning English speaking skills.

Item 9, the table above, 3(3.6%) and 9(10.8%) respondents answered always and often. However, 47(56.6%) and 14(16.9%) respondents answered sometimes and rarely whereas 10(12.0%) of them answered never. The result indicated that the majority of learners did not think of what want to say in 1<sup>st</sup> language in the English classroom.

Item 10, the table above, 4(4.8%) and 7(8.4%) of the respondents replied as always and often. On the other hand, a significant number 46(55.4%) and 16(19.3%) replied as sometimes and rarely whereas 10(12.0%) of them replied never. This result revealed that the majority of learners did not practice relaxing when feeling anxious.

Item 11, the table above depicts that 5(6.0%), 12(14.5%), 45(54.2%), 15(18.1%), and 6(7.2%) of the respondents stated that they always, often, sometimes, rarely and never respectively. The result shows that most of the learners did not practice how to learn English through practice.

In addition to this, during the interview sessions, negative expressions were provided by learners regarding practicing how to learn English through practice. For instance, one of the learners elaborated his idea as I know learning speaking skills need more practice during English classroom but there is the influence of mother tongue to practice how to learn English through practicing in the English classroom. So, I do not practice how to learn English through practicing due to the influence of mother tongue.

Item 12, the table above shows that 7(8.4%), 8(9.6%), and 44(53.0%) of the respondents confirmed that they always, often, sometimes, but 15(18.1%) of the respondent replied that he/she rarely, and the rest 9(10.8%) of the respondent replied that he/she never consecutively. This indicates that students did not actively participate in pair or group activities in speaking activities in the English classroom.

Item 13, the table above, 4(4.8%) and 10(12.0%) of the respondents replied as always and often. On the other hand, a significant number 48(57.8%) and 15(18.1%) replied as sometimes and rarely whereas 5(7.2%) of them replied never respectively. This result revealed that the majority of learners did not practice English speaking in EFL classes.

Item 14, the table above shows that 6(7.2%), 11(13.3%), and 41(49.4%) of the respondents confirmed that they always, often, sometimes, but 16(19.3%) of the respondent replied that he/she rarely, and the rest 9(10.8%) of the respondent replied that he/she never respectively. The result shows that the learners did not usually speak more in pairs and/or groups during the time of learning speaking skills in the English classroom. This point was further cross-checked in the learners' interviews. Regarding the above question, one of the interviewed learners stated that: In learning speaking skills in the English classroom, I did not speak more in pairs and/groups because there is a lack of background knowledge about the speaking skills. In addition to the above points, the researcher conducted classroom observation to identify problems regarding practicing speaking skills in the English classroom. So, the problem that affects the learners speaking skills is the problem of sitting to practice their roles in English speaking classroom.

#### **4.2.2. Relationship between the Expected and the Actual Roles of Students in Learning English Speaking Skills**

With the second research question the researcher aimed to examine whether there is a significant relationship between the expected and the actual roles of students in learning English speaking skills. To answer this question, the data gathered from the students' questionnaire to correlate the relationship between the expected and the actual roles of students in learning English speaking skills were analyzed with Spearman correlation in SPSS.

#### 4.2.2.1. Guidelines for Interpreting the Correlation Coefficients

The following are the guidelines to interpret the correlation coefficients:

- ✓ If a correlation statistic is positive, it means that: if one variable (x) increases, the other(y) increases, or if one variable (x) decreases, the other (y) decreases.
- ✓ If a correlation statistic is negative, it means that: if one variable (x) increases, the other(y) decreases, or if one variable (x) decreases, the other (y) increases.
- ✓ If a correlation statistic is zero, it means that: there is no linear relationship.

Table 3: The correlation analysis of expected and actual roles of students in learning English speaking skills

		ER	AR
Spearman's rho	ER	Spearman Correlation	1.000
		Sig(2-tailed)	.000
		N	83
	AR	Spearman Correlation	.511**
		Sig(2-tailed)	.000
		N	83

\*\*Correlation is significant at the 0.01 level (2-tailed)

The researcher used Spearman correlation coefficient to find out the relationship between the expected and the actual roles of students in learning English speaking skills. The analysis of Spearman correlation coefficients revealed that the relationship between the expected and the actual roles was strong because the expected and the actual roles decreased and the value of range (r) is found between 0.40 and 0.69. As it is indicated in Table 3, the result of the correlation between the expected and the actual roles was  $r=0.511$ . This can answer the research question “Is there a significant relationship between the expected and the actual roles of students in learning English speaking skills?”

### 4.2.3. The Factors that Affect the Expected and the Actual Roles of Students in Learning English Speaking Skills

Table 4: Students' responses concerning the factors affect the expected and the actual roles in learning English speaking skills

No	Statement	Responses									
		5 (always)		4 (often)		3(sometimes)		2 (rarely)		1 (never)	
		F	%	F	%	F	%	F	%	F	%
1	Lack of motivation	41	49.4	34	41.0	6	7.2	1	1.2	1	1.2
2	A classroom condition	38	45.8	29	34.9	12	14.5	2	2.4	2	2.4
3	Lack of background knowledge	43	51.8	31	37.3	5	6.0	3	3.6	1	1.2
4	Influence of mother tongue	40	48.2	27	32.5	11	13.3	4	4.8	1	1.2
5	Fright/fear of making mistakes	37	44.6	26	31.3	10	12.0	6	7.2	4	4.8
6	Lack of self confidence	36	43.4	30	36.1	9	10.8	6	7.2	2	2.4
7	Lack of awareness	34	41.0	27	32.5	12	14.5	8	9.6	2	2.4
8	Lack of practice	43	51.8	40	48.2	0	0	0	0	0	0

Key: 5=always, 4=often, 3=sometimes, 2=rarely, 1=never, f=frequency, and %=percent

As table 5, item 1, shows a total of 49.4% of the respondents showed always that lack of motivation is affect their roles in learning English speaking skills whereas 41.0% of them expressed their often position, 7.2% of them expressed their sometimes position and the same

percent of the respondents never towards the idea which means 1.2%, respectively. The point was further cross-checked with the classroom observation.

Item 2, a total of 45.8% of the respondents showed always that a classroom condition is also affecting the learner's role in learning English speaking skills while 34.9% of the expressed their often position, 14.5% of them expressed their sometimes position and the same percent of the respondents never towards the awareness which means 2.4%, respectively.

Item 3, From the total participant, the majority (51.8%) respondents replied that lack of background knowledge is affect their role in learning English speaking skills while 37.3% of the expressed their often position, 6.0% of them expressed their sometimes position, 3.6% of them showed rarely position, and 1.2% of them expressed their never position.

Item 4, From the total participant, the majority 48.2% of the respondents showed always which influence of mother tongue hinder the learner's role in learning English speaking skills while 32.5% showed their often position, 13.3% of them expressed their sometimes position, 4.8% of them showed rarely position, and 1.2% of them showed their never position.

Item 5, From the total participant, the majority 44.6% of the respondents showed always which fright/fear of making mistakes affect their role in learning English speaking skills while 31.3% showed their often position, 12.0% of them showed their sometimes position, 7.2% of them showed rarely position, and 4.8% of them showed their never position.

Item 6, From the total participant, the majority 43.4% of the respondents showed always that lack of self-confidence affect their role in learning English speaking skills while 36.1% showed their often position, 10.8% of them showed their sometimes position, 7.2% of them showed rarely position, and 2.4% of them showed their never position.

Item 7, From the total participant, the majority 41.0% of the respondents showed always that lack of awareness is affect their roles in learning English speaking skills whereas 32.5% of them expressed their often position, 14.5% of them expressed their sometimes position, 9.6% of them expressed their rarely position, and 2.4% of the respondents never towards the idea. In addition to this, the researcher made the classroom observation to obtain additional information about the learner's awareness about learning English speaking skills. So, learners did not express their

feelings, ideas, and views in the target language in the speaking classroom because there is a lack of awareness about speaking skills.

Item 8, From the total participant, the majority 51.8% of the respondents showed always that lack of practice affect their role in learning English speaking skills though 48.2% expressed their often position. This implies that the lack of practice is the most serious factor that affects the learning English speaking skills.

### 4.3. Analysis of Data Obtained through Classroom Observation

Table 5: Analysis of classroom observation

No	Activities	Observation				
		Observed	%	Not observed	%	Total
1	Learners are active in performing their expected roles in speaking classes	-	-	6	100	6
2	Learners are express their feelings, ideas, and views in the target language in speaking classroom	-	-	6	100	6
3	Learners are motivated to participate in practical activities in speaking classroom	-	-	6	100	6
4	Learners can take an active role in conversations, dialogues, answering questions	-	-	6	100	6
5	Classroom activities should be carried	-	-	6	100	6

	out by students in the target language					
6	Learners participate in speaking classes with other learners	-	-	6	100	6
7	Suitable classroom atmosphere to practice their roles in speaking skills	-	-	6	100	6
8	Problem of learners sitting to practice their roles in speaking skills in English classroom	6	100			6

Classroom observation is the other tool for this study. The researcher conducted classroom observation to observe whether the students practice their roles in speaking classes as expected or not and factors that affect the expected and the actual roles of students in learning English speaking skills. Thus a carefully developed checklist was used to observe the practice and factors. To fulfill the purpose of the classroom observation, the researcher conducted observation in three classes out of six classes. And three classes were observed each two times to observe how the expected and the actual roles of students were being processed in learning English speaking classes and factors that affect the expected and the actual roles of students in learning English speaking skills. The observation was conducted by the researcher. The data were collected and analyzed based on contents. Regarding the classroom condition and sitting arrangement were not suitable to practice their roles in English speaking skills. The sitting arrangement in the classrooms seemed to be inappropriate for learning English speaking skills. That is to say, in all the observed classrooms the sitting arrangement is not suitable to learn English speaking skills.

Besides, concerning classroom activities during learning English speaking skills, the students did not actively perform their actual roles in speaking classes. Therefore, the result of classroom observation indicates that the students did not express their ideas and opinion in English



speaking classes which means they did not practice their actual role in learning English speaking skills as they expected.

#### **4.4. Analysis of Data Obtained through Semi-structured Interview**

The interview was conducted for students to triangulate the data from questionnaires and observation. The questions which were raised for students were directly related to the research objectives to validate the data.

Q1. What do you know about the expected and the actual roles in learning English speaking skills?

S1. “Expected role means the role that expected to perform in speaking classrooms and actual role means the role that real practiced in speaking classrooms.”

S2. “Expected role is a kind of role which is expected to express ideas in English speaking classes while the actual roles are a role which is practically happening in English speaking classes.”

S3. “Expected role is a role that is the expected role from the students in English speaking classes and the actual role which happening in classroom during asking and answering the questions which posed by teachers and peers in speaking classes.”

S4. “Expected role is a type of role which the learner expected to use for different functions and actual role is a kind of which used to exchanges ideas freely.”

S5. “Expected role means a role which expected to improve communication skills to communicate effectively with one another and actual role means a role which students used to interact in the teaching-learning process in the actual classroom with each other.”

S6. “Expected role is a kind role which the students expected negotiate and interact in group or pair work and actual role is a kind role which the student used to express their ideas and opinions in the actual classroom.”

Q2. Do you think that you perform better speaking activities in English class? If yes, mention some of them. If no, why?

S1. “No, I am lack of background knowledge about speaking activities in English class.”

S2. “No, I am influenced by my mother tongue.”

S3. “No, the classroom condition is not comfortable to me to perform speaking activities in English class.”

S4. “No, performing speaking activities is very difficult for me in English class.”

S5. “No, I fear making mistakes if I perform speaking activities in English class.”

S6. “No, I do not pay attention to speaking activities.”

Q3. Do you think that classroom discussion should be carried out in the target language in speaking classes? If yes, how? and if no, why?

S1. “No, we do not have a speaking class rather than grammar.”

S2. “No, I do not think that classroom discussion should be carried out in the target language in speaking classes due to the lack of ability to use the target language.”

S3. “No, our teacher does not engage us in speaking classes; instead we learn vocabulary.”

S4. “No, teachers do not encourage us well – we take short notes and read for the test.”

S5. “No, we don’t discuss the discussion in the target language in speaking classes because we do not learn speaking English well.”

S6. “No, I do not use the target language for classroom discussion due to the lack of motivation about the target language.”

Q4. Do you think that you actively participate in the speaking skills classroom? If yes, how? and if no, why?

S1. “No, I do not think that active participation in the speaking skills classroom.”

S2. “No, I don’t have enough ability to participate actively in English-speaking classes.”

S3. “No, I do not actively participate in the English-speaking classes because the class is not suitable (well).”

S4. “No, they don’t encourage us why because they teach us grammar and short notes but not speaking skills.”

S5. “No, our teachers teach us English most of the time in Amharic and we speak in Amharic.”

S6. “No, there is no separate classroom to speaking skills.”

#### **4.5. Discussion of Results**

The study was conducted to assess the relationship between the expected and the actual roles of students in learning English speaking skills and the challenges they face. This section presents a discussion of the findings of the study. The findings revealed that the research questions stated in the introduction section were answered through the data obtained from students’ questionnaires, semi-structured interviews, and classroom observations. The first research question was about the expected and the actual roles of students in learning English speaking skills. It was answered in questionnaire data which was analyzed and interpreted using descriptive Statistics by using SPSS version 26 software. The result revealed that the expected roles of the students are the students expected to express their ideas in learning English speaking classes and the actual roles of the students are active participants in learning English speaking classes. As it was pointed in the review literature by Hamer (2001) the students in speaking skills-learning, they should actively negotiate and interact in group/pair work and they express their ideas and opinions in the speaking classroom. That is, they should contribute their opinions, experiences, and feelings in pair/group discussions. Learners are also expected to ask questions, answer questions, show interest and effort, and use different learning strategies and learning styles. Besides, learners should take responsibility for their learning they should be 'managers' of their learning, and they should be motivated (Richards, 2001).

The second research question was about the relationship between the expected and the actual roles of students in learning English speaking skills was answered by correlating the result of the expected and the actual roles obtained from students' questionnaire data by using SPSS version 26 software. To find the relationship between the expected and the actual roles of students in learning English speaking skills, spearman rho was computed because the data were ordinal. It was computed by using SPSS version 26 software. The result revealed that there was a positive

relationship between the expected and the actual roles of students in learning English speaking skills.

The last research question was about the factors that affect the expected and the actual roles of students in learning English speaking skills. It was answered with the data from the students' questionnaire. It indicates many factors that affect the roles of students in learning English speaking skills.

Generally, the finding indicates that there was a relationship between the expected and the actual roles of students in learning English speaking skills, and it was strong. There were factors that affect the expected and the actual roles of students in learning English speaking skills. These include lack of motivation, lack of background knowledge, lack of confidence, influence of mother tongue, and fright/fear of making mistakes. Based on this discussion of the data, summary, conclusion, and recommendations were given as follows

## **CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

### **5.1. Summary**

The aim of this study was to assess the relationship between the expected and the actual roles of students in learning English speaking skills and the challenges they face grade eleven students at First Koto Secondary School. To achieve this objective, the following specific questions were raised in the study: What are the expected and the actual roles of students in learning English speaking skills?; Is there a significant relationship between the expected and the actual roles of students in learning English speaking skills?; What are the factors that affect the expected and the actual roles of students in learning English speaking skills?. Therefore, to answer the research questions, the researcher used a questionnaire, classroom observation, and semi-structured interviews. Thus, the data obtained through the questionnaire, classroom observation, and semi-structured interview were analyzed by following the procedure stated in the method of data analysis. The population of the study was First Koto Secondary School grade eleven students in West Badewacho Woreda. The probability sampling technique which was a simple random sampling technique was used for selecting the participant of the study. The participant of the

study was eighty-three students. The correlation coefficient was calculated (computed) to show the relationship between expected and the actual roles of students in learning English speaking skills by using the Spearman coefficient of correlation ( $r$ ) and was found to be 0.511. The relationship between the expected and the actual roles of students in learning English speaking skills were positive and it ranges between 0.40 and 0.69.

## **5.2. Conclusion**

Based on the major findings of the study, the following conclusions were made.

1. The research findings indicated that the expected roles of the students are the students expected to express their ideas and opinions in learning English speaking skills, and the actual roles of the students are active participants in learning English speaking classes.
2. Again, there is a positive relationship between the expected and the actual roles of students in learning English speaking skills.
3. Finally, the study reveals many factors that affect the expected and the actual roles of students in learning English speaking skills.

## **5.3. Recommendations**

Based upon the findings and the conclusions drawn from the study, the following recommendations were made:

1. Students should increase understanding about their roles in learning English speaking skills to improve the ability of speaking skills.
2. Students should actively participate in speaking classes and should express their ideas freely without worrying about making mistakes.
3. Students should start using the English language from the elementary level to share their opinion with others.
4. Finally, this research should serve as a basis for those who are interested to conduct a wider and deeper study on the topic or related issues.

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## APPENDIXES

### Appendix I: Students' Questionnaire

Jimma University

(MA Programme)

College of Social Sciences and Humanities

Department of English Language and Literature

Dear Student,

This questionnaire is designed to assess the relationship between the expected and the actual roles of students in learning English speaking skills and the challenges they face. Thus, I kindly request you to give the required information accordingly. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. As a further assurance, you don't need to write your name.

**Thank you in advance for your cooperation!**

**The researcher**

Part I: Demographic Information of Sample Respondents

1. Gender:

A) Male            B) Female

2. Age: A) 17            B) 18    C) 19    D) 20

Part II: Please read the following statements and then put your choice from the given alternatives by using the scales given below. Put  $\surd$  sign under the number of your choice.

Key: 5= Always 4=Often 3= Some times 2=Rarely 1 = Never

No	Items on Expected Roles	Responses									
		5		4		3		2		1	
		F	%	f	%	f	%	f	%	f	%
1	I strongly believe that I can achieve native-like fluency in speaking English.										
2	I can tell a story in English.										
3	I believe that I am a good English speaker.										
4	I feel confident when speaking in English.										
5	I believe that I express ideas and opinions in English speaking classes.										
6	I believe that I am enough ability to improve my speaking skills in English.										
7	I am sure that if I practice speaking more, I will get better grades in the course.										
8	I make a mental outline of the main points before I speak.										
9	I make lists of expressions, words to learn.										
10	I try to talk like native speakers.										
11	I try to learn from my speaking mistakes.										
12	I encourage myself to try to speak.										
13	I think about what to learn to improve my										



	speaking.																		
14	I pay attention to similarities and differences between English and my 1 <sup>st</sup> language.																		
<b>Items on Actual Roles</b>																			
1	I practice asking speakers to clarify what they said.																		
2	I practice how to pronounce a word better.																		
3	I practice catching the speaker's main point.																		
4	I practice how to communicate with others to share ideas.																		
5	While speaking, I correct myself when I notice that I made a mistake.																		
6	I practice using new words/expressions while speaking.																		
7	I practice English by speaking with my classmates.																		
8	While speaking, I think try to apply grammar rules.																		
9	While speaking, I think of what I want to say in my 1 <sup>st</sup> language and then put it in English.																		
10	While speaking, I practice relaxing when I feel anxious.																		
11	I practice how to learn English through practicing.																		

12	When speaking activities are given in pairs or groups, I actively participate in pair or group activities in speaking activities in the English classroom.											
13	I practice English speaking in EFL class.											
14	I usually speak more when I work in pairs and/or groups.											

(Adapted from Missoum, 2014)

Part III: Items related to the factors which hinder the expected and the actual roles of your learning English speaking skills.

Instruction: To what extent the following factors hinder the expected and the actual roles of your practice of learning English speaking skills. Please, rate them from “always” to “never” based on the seriousness of the problem and use the tick “√” mark to indicate your response.

Key: 5= Always 4=Often 3= Some times 2=Rarely 1 = Never

No	Factors that affect the expected and the actual roles of your learning English speaking skills.	Reponses									
		5		4		3		2		1	
		F	%	f	%	f	%	f	%	f	%
1	Lack of motivation										
2	A classroom atmosphere (condition)										
3	Lack of background knowledge										
4	Influence of mother tongue										
5	Fright/fear of making mistakes										
6	Lack of self confidence										
7	Lack of awareness										
8	Lack of practice										

(Adapted from Kedir Abda, 2017)

## Appendix II: Classroom Observation Check List

Jimma University

(MA Programme)

College of Social Sciences and Humanities

Department of English Language and Literature

### Part I. General information

Name of the School: \_\_\_\_\_ Length of Period: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Date: \_\_\_\_\_

No	Activities	Observed	Not observed
1	Learners are active in performing their expected roles in speaking classes		
2	Learners are express their feelings, ideas, and views in the target language in speaking classroom		
3	Learners are motivated to participate in practical activities in speaking classroom		
4	Learners can take an active role in conversations, dialogues, answering questions		
5	Classroom activities should be carried out by students in the target language		
6	Learners participate in speaking classes		

	Learners participate in speaking classes with other learners		
7	Suitable classroom atmosphere to practice their roles in speaking skills		
8	Problem of learners sitting to practice their roles in speaking skills in English classroom		

## **Appendix III: Student' Interview**

Jimma University

(MA Programme)

College of Social Sciences and Humanities

Department of English Language and Literature

1. What do you know about the expected and the actual roles in learning English speaking skills?
2. Do you think that you perform better speaking activities in English class? If yes, mention some of them. If no, why?
3. Do you think that classroom discussion should be carried out in the target language in speaking classes? If yes, how? and if no, why?
4. Do you think that you actively participate in the speaking skills classroom? If yes, how? and if no, why?

Appendix IV: Amharic version of student's questionnaire

ጅምዩ ኒ ቨርስ ቲ

(ኤምኤ ፕሮግራም)

የ ማህበራዊ ሳይንስና ሰብዓዊ ኮሌጅ

የ እንግሊዝኛ ቋንቋ እና ሥነ-ፅሁፍ ት/ክፍል

ወድተኛዎች: -

ይህ ማጠቃለያ የተዘጋጀው በእንግሊዝኛ ትምህርት ክፍል ውስጥ የንግግር ችሎታን ለመመርኮጥ ከተማሪዎች በሚጠበቁ እና በእውነተኛ ሜሪዎች መካከል ያለውን ግንኙነት እና የሚያጋጥሟቸውን ችግሮችን ለመግምገም ምታስቦ የተዘጋጀ ነው። ስለሆነ ምልክት ለሰጠው ማረጋገጫ በዚህ ማረጋገጫ እንደትሰጡበት ክብርት እጠይቃለሁ። ለዚህ ጥናት መሳካት (ስኬት) የእርስዎ ተሳትፎ በጣም አስፈላጊ ነው። ስለዚህ የምትሰጡት ማረጋገጫ ለምርምር ብቻ እንደሚውል በመንገዱ በትክክል እና በትእግስት ሁሉንም ጥያቄዎች በየክፍሉ በተሰጡት ትእዛዞች መሰረት እንደትሟሉላችኋለሁ። ስምዎን ማጻፍ አያስፈልግዎትም።

ስለ ትብብርዎ በቅድሚያ አመሰግናለሁ።

ተሟራሚው

ክፍል I: - ግል ታሪክ

1. ያ ታ

ሀ) ወንድ ለ) ሴት

2. ዕድሜ

ሀ) 17 ለ) 18 ሐ) 19 ማ) 20

ክፍል II: - እባክዎን የሚከተሉትን መግለጫዎች ያንብቡ እና ከዚያ ከዚህ በታች የተሰጡትን አሜራጮችን በመጠቀም ከተሰጡት አሜራጮች ውስጥ ምርጫዎን ያኑሩ: : ከሚጠቅ ቁጥር በታች √ ምልክት ያድርጉ: :

ቁልፍ 5 = ሁል ጊዜ 4 = ብዙ ጊዜ 3 = አንዳንድ ጊዜ 2 = አልፎ አልፎ 1 = በጭራሽ

ተ.ቁ	ጥያቄዎች በምጠበቀውሜ ላይ	ምላሽ				
		5	4	3	2	1
1	እንግሊዝኛን የሚናገር ተወላጅ የሚሰጥ ቅልጥፍናን ማከት እችላለሁ ብዬ አጥብቄ አምናለሁ: :					
2	ታሪክ በእንግሊዝኛ ማናገር እችላለሁ: :					
3	እኔ ጥሩ የእንግሊዝኛ ተናጋሪ እንደሆንኩ አምናለሁ: :					
4	እንግሊዝኛ ስናገር በራስ የመተማመን ስሜት ይሰማኛል: :					
5	እኔ በእንግሊዝኛ ክፍል ጊዜ ሀሳቤን በእንግሊዝኛ እገልጻለሁ: :					
6	እኔ በእንግሊዝኛ የሚናገር ችሎታዬን ለማሻሻል በቂ ችሎታ አለኝ: :					
7	የበለጠ ማናገር ከተለመድኩ በትምህርቱ የተሻለ ውጤት እንደማግኘት እርግጠኛ ነኝ: :					
8	ከሚናገሩ በፊት ዋና ዋና ነጥቦችን በአዕምሯዊ ሁኔታ አቀርባለሁ: :					
9	መግቢያ ዝርዝሮችን ለመመዘን ቃላትን አዘጋጃለሁ: :					
10	እንደ ተወላጅ ተናጋሪዎች ለማናገር እሞክራለሁ: :					
11	ከንግግሬ ስህተት ለመመዘን እሞክራለሁ: :					
12	ለማናገር ራሴን አበረታታለሁ: :					
13	ንግግሬን ለማሻሻል ምን መመዘን እንዳለብኝ አስባለሁ: :					
14	በእንግሊዝኛ እና በ 1 ኛ ቋንቋ ማከል ያለውን ተመሳሳይነትና ልዩነት ለመመዘን ትኩረት እሰጣለሁ: :					



	ጥያቄዎች በእውነተኛ ማኅበራዊ ላይ						
1	ተናጋሪዎች የተናገሩትን እንዲያብራሩ ማጠየቅ እለ ማምዳለሁ: :						
2	አንድን ቃል እንዴት በተሻለ ማንገድ እንደምጠራ እለ ማምዳለሁ::						
3	የተናጋሪውን ዋና ሀሳብ ማያዘን እለ ማምዳለሁ: :						
4	ሀሳቦችን ለማጋራት ከሌሎች ጋር እንዴት መግባባት እንደምችል እለ ማምዳለሁ: :						
5	በመናገር ጊዜ ስህተት እንደሠራሁ ባስተዋልኩ እራሴን አስተካክለሁ: :						
6	በመናገር ጊዜ አዳዲስ ቃላትን / አገላለጾችን ማጠቀም እለ ማምዳለሁ: :						
7	ከክፍል ጓደኞቼ ጋር በመናገር እንግሊዝኛን እለ ማምዳለሁ: :						
8	በመናገር ጊዜ የሰዎች ስሜቶችን ለማምላክት እሞክራለሁ: :						
9	እየተናገርኩ ሳለሁ በ1ኛ ቋንቋዬ ምን ማለት እንደፈለግኩ አስባለሁ ከዚያም በእንግሊዝኛ አስቀምጠለሁ: :						
10	ስናገር ጭንቀት ሲሰማኝ ዘና ማለት እለ ማምዳለሁ: :						
11	በተግባራዊነት እንግሊዝኛን እንዴት እንደምጠራ እለ ማምዳለሁ: :						
12	በእንግሊዝኛ ክፍል ጊዜ የንግግር እንቅስቃሴዎች በጥንድ ወይም በቡድን በመጎጠጥ ጊዜ በንቃት እሳተፋለሁ: :						
13	በEFL ክፍል ውስጥ በእንግሊዝኛ መናገርን እለ ማምዳለሁ: :						
14	ብዙውን ጊዜ ጥንቃቄን እና / ወይም ቡድኖችን ስሰራ ብዙ ጊዜ እናገራለሁ: :						

(ከሚኒስቴር ተወሰደ ፣ 2014)

ክፍል III: የሚጠበቁትን ና ትክክለኛ ማዕዘኖች ከሚያደናቅፉ ነገሮች ጋር የሚገናኙ ጥያቄዎች :

መሠረድ: - የሚከተሉት ምክንያቶች በእንግሊዝኛ ትምህርት ክፍል ውስጥ የሚገኙ ችሎታዎን የሚጠበቀውን እና ትክክለኛ ማዕዘን ምን ያህል ያደናቅፋሉ : : እባክዎን በችግሩ አሳሳቢነት ላይ በመመርኮዝ ከ “ሁል ጊዜ” እስከ “በጭራሽ” ደረጃ ይስጡ እና ማልስዎን ለመምልከት የ “√” ምልክትን ይጠቀሙ :

ቁልፍ 5 = ሁል ጊዜ 4 = ብዙ ጊዜ 3 = አንዳንድ ጊዜ 2 = አልፎ አልፎ 1 = በጭራሽ

ተ.ቁ	በእንግሊዝኛ ትምህርት ክፍል ጊዜ የሚጠበቀውን እና ትክክለኛ ማዕዘን የሚመዘኑ ችሎታ የሚያደናቅፉ ምክንያቶች :	ምላሽ				
		5	4	3	2	1
1	ተነሳሽነት እጥረት					
2	የመሠረድ ክፍል ሁኔታ					
3	የበፊት እውቀት እጥረት					
4	የአፍ ማፍቻ ቋንቋ ተጽዕኖ					
5	ስህተት ለመከራከር ፍርሃት					
6	በራስ መተማመን ማጣት					
7	የግንዛቤ እጥረት					
8	የተግባር እጥረት					

**Appendix V: Amharic version of student's interview**

ጅማዩ ኒ ሸርስቲ

(ኤምቤ ፕሮግራም)

የ ማህበራዊ ሳይንስ እና ሰብአዊ ኮሌጅ

የ እንግሊዝኛ ቋንቋ እና ስነ ፅሁፍ ት/ክፍል

1. በእንግሊዝኛ ትምህርት ክፍል ውስጥ የንግግር ችሎታን ለመጫወት ስለሚጠበቀው እና ስለ ትክክለኛው ምን ያወቃሉ?
2. በእንግሊዝኛ ትምህርት ውስጥ የተሻሉ የንግግር እንቅስቃሴዎችን ያከናውናሉ ብለው ያስባሉ? አዎ ከሆነ ጥቂቶቹን ይጥቀሱ: ፡ ፡ ካልሆነ ለምን?
3. በንግግር ክፍሎች ውስጥ በክፍል ውስጥ ወይይት በዲላማዎች(target) ቋንቋ ማከናወን አለበት ብለው ያስባሉ? አዎ ከሆነ እንዴት? የለም ከሆነ ለምን?
4. በንግግር ችሎታ ክፍል ውስጥ በንቃት ይሰተፋሉ ብለው ያስባሉ? አዎ ከሆነ እንዴት? ካልሆነ ለምን?

## Appendix VI: Student's interview Transcription

Key = Q- question    R- response    S- student

Q1. What do you know about the expected and the actual roles in learning English speaking skills?

RS1. "Expected role means the role that expected to perform in speaking classrooms and actual role means the role that real practiced in speaking classrooms."

RS2. "Expected role is a kind of role which is expected to express ideas in English speaking classes while the actual roles are a role which is practically happening in English speaking classes."

RS3. "Expected role is a role that is the expected role from the students in English speaking classes and the actual role which happening in classroom during asking and answering the questions which posed by teachers and peers in speaking classes."

RS4. "Expected role is a type of role which the learner expected to use for different functions and actual role is a kind of which used to exchanges ideas freely."

RS5. "Expected role means a role which expected to improve communication skills to communicate effectively with one another and actual role means a role which students used to interact in the teaching-learning process in the actual classroom with each other."

RS6. "Expected role is a kind role which the students expected negotiate and interact in group or pair work and actual role is a kind role which the student used to express their ideas and opinions in the actual classroom."

Q2. Do you think that you perform better speaking activities in English class? If yes, mention some of them. If no, why?

RS1. "No, I am lack of background knowledge about speaking activities in English class."

RS2. "No, I am influenced by my mother tongue."

RS3. "No, the classroom condition is not comfortable to me to perform speaking activities in English class."

RS4. "No, performing speaking activities is very difficult for me in English class."

RS5. “No, I fear making mistakes if I perform speaking activities in English class.”

RS6. “No, I do not pay attention to speaking activities.”

Q3. Do you think that classroom discussion should be carried out in the target language in speaking classes? If yes, how? and if no, why?

RS1. “No, we do not have a speaking class rather than grammar.”

RS2. “No, I do not think that classroom discussion should be carried out in the target language in speaking classes due to the lack of ability to use the target language.”

RS3. “No, our teacher does not engage us in speaking classes; instead we learn vocabulary.”

RS4. “No, teachers do not encourage us well – we take short notes and read for the test.”

RS5. “No, we don’t discuss the discussion in the target language in speaking classes because we do not learn speaking English well.”

RS6. “No, I do not use the target language for classroom discussion due to the lack of motivation about the target language.”

Q4. Do you think that you actively participate in the speaking skills classroom? If yes, how? and if no, why?

RS1. “No, I do not think that active participation in the speaking skills classroom.”

RS2. “No, I don’t have enough ability to participate actively in English-speaking classes.”

RS3. “No, I do not actively participate in the English-speaking classes because the class is not suitable (well).”

RS4. “No, they don’t encourage us why because they teach us grammar and short notes But not speaking skills.”

RS5. “No, our teachers teach us English most of the time in Amharic and we speak in Amharic.”

RS6. “No, there is no separate classroom to speaking skills.”