

JIMMA UNIVERSITY
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LITERATURE

**THE CHALLENGES OF TEACHING AND LEARNING SPEAKING
SKILL IN ENGLISH CLASSROOM: THE CASE OF GRADE NINE
STUDENTS AND EFL TEACHERS IN GORE SECONDARY
SCHOOL**

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH
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BY

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Declaration , Confirmation , Approval and Evaluation

Research title : The Challenges of Teaching and Learning Speaking Skill in English
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Gore Secondary School

I, the under signed , declare that this thesis is my original work, not presented for any degree in anyother universities , and that all the sources used for it are duly acknowledged.

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Acronyms

CLT – Communicative Language Teaching

EFL – English as a Foreign Language

ELT – English Language Teaching

MOE – Ministry of Education

TEFL – Teaching English as a Foreign Language

Abstract

This study was aimed to investigate the challenges in teaching and learning speaking in the English classrooms of Gore Secondary School. The study was conducted to find out the challenges that the students and teachers face while they are teaching and learning speaking skill, to investigate the impacts of this challenges and to see what the students and teachers employ to solve these challenges. To achieve the purpose of the study a descriptive case study research design that includes qualitative and quantitative approach were used. For this 42 grade 9 students and 6 English language teachers were involved. The students were selected using systematic random sampling technique whereas the teachers were selected comprehensively. The instruments used to collect the data were questionnaires, interviews and classroom observation. The data were analyzed by using both quantitative and qualitative data analysis methods. Quantitative data were analyzed using simple descriptive statistics and qualitative data were interpreted, summarized and added to the quantitative data to support the data. Finally, the data were integrated to create the holistic picture of the study. The result showed that the existence of problems related to students, such as poor back ground of speaking experience, fear of making mistake, anxiety, problems of motivation, problem of self-esteem, lack of confidence, shyness, lack of basic language skill, problems of listening, having limited vocabulary. The findings also revealed the problems related to teachers such as, teachers' beliefs about language learning and teaching and teachers' methodology of teaching. The study also related with instructional materials like, lack of textbook. In case of the findings, it was recommended that in order to improve the students speaking abilities above all, students have to practice speaking English with their classmates inside and outside the classroom. The teachers' teaching methodology should be changed from teacher-centered to student-centered. On the other hand, to enhance students' English speaking skill, both students and English teachers are required to play their appropriate role in their weaknesses.

Chapter One

Introduction

1.1 Background Of The Study

English language is a global language that can be used for communication, especially in the education area. All university students need it for their studies in order to search information and obtain knowledge. Therefore, a number of the universities throughout the world need to include English language as one of educational requirements as it is often used as a medium of instruction in higher education (Murray and Christenson, 2010). Today English is a global lingua franca, a language or a mixture of language used for communication by people who speak different first languages, because only one of four English users in the world is a native speaker of this language (Crystal, 2003). The most noticeable reason for learning English as second language or foreign language is being fuelled by a belief in the advantages it provides (McKay, 2003 and Jenkin, 2000).

The expansion of this language has rapidly increased the need to gain better communication throughout the world because the aptitude to use English is very much needed for further studies, journeys, in other countries as well as for social and professional global kind of contacts.

English has become the language that links the world together. It is the medium through which technological, social, commercial, political and cultural information has been transmitted. In the Ethiopian educational system, the learning of English begins at the elementary level and it gives different functions at various organizations. According to Ministry of Education (2009) “English is a corner stone in the development of Ethiopia’s communication Education systems, technology”. This implies that Ethiopia’s Education policy has to give a strong focus to the improvement of the teaching and learning process of English in general and speaking in particular.

Similarly in Ethiopia English is considered a foreign language and is used for the purposes of academic advancement, career advancement and traveling abroad. To cope with the growing local and international demand a number of efforts from all parties involved have been made to the Ethiopian educational system to help boost Ethiopian learners English performance (MOE,2002). As regards, a focus on teaching speaking surpasses any other skills, and grammar, vocabulary and social expressions are integrated into practice of speaking skills, hence much more amount of time is allotted in the syllabus for the teaching of speaking skills. It is also stated in the syllabus that the goal of teaching a language particularly speaking skills is to get students become communicatively competent. English teaching and learning have the goal of focusing students so that they are able to use English for communication and

as a tool for furthering their studies.

However, many teachers' complain that Ethiopian students are incapable of communicating in English even at the higher level of education. Local survey (Alemu Hailu, 2004) shows that Ethiopian students have unsatisfactory proficiency in the skills of speaking. Therefore, a focus on the development of speaking skills English among Ethiopian learners is central to language pedagogy. Even though learners are to a certain extent responsible for their own learning success or the lack of teachers can greatly influence their learning experience and language acquisition. After all, teachers in the way lessons are organized and what skills are taught, down to the individual tasks that students deal with.

Nunan (1991) describes that success is measured in terms of the ability to carry out conversation in the target language. Therefore, if students do not learn how to speak the English language in the class, they may soon get de-motivated or lack-self-confidence and lose interest in learning. Even though the importance of speaking is unquestionable, it is difficult for foreign language learners to perform perfectly. This is because, effective oral communication requires the ability to use the language appropriately in social interaction. Many causes make the students not perform properly. These are improper listening skills, lack of vocabulary, anxiety strong, and quick learners' domination in the class, and lack of proper orientation.

In addition, Luoma. (2004) pointed out that there are many causes and challenges in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching methodology, the curriculum and the environment. Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners and they are still in competent in communicating orally in English. Moreover, Ur (1996) added that there are many factors that cause difficulties in speaking. These are inhibition, fear of criticism or simply shy, having no motivation to express themselves, low or un even participation that means, only one participant can talk at a time because of large classes and the tendency of some learners to dominate.

Elsadher (2002, cited in Chotpal, 2015:3) argues that students who learn English as a foreign language face many difficulties, especially those that are related to the four language skills. However, the most challenge one in speaking is because of a big difference between the native learners of the language and learners of second language. He added that most of the challenges that learners face in learning English are

the effect of the degree to which their first language is different from the second language. Even though English language has been taught in different areas of Ethiopia in general and Gore Secondary School in particular, the practices and challenges that affect the teaching and learning of speaking were not documented. These necessitates for better understanding of the practices and challenges of teaching and learning speaking in order to facilitate language teaching and learning for students who engage in it and to enhance the outcomes of the teaching and learning speaking in the English language. Therefore, this study mainly focused on investigating and identifying the impacts of challenges in learning and teaching speaking English language in Gore Secondary School.

1.2 Statement of the Problem

According to the educational and training policy of Ethiopia (1994:23), English is taught as a common subject from elementary level to higher institution and it is used as medium of instruction at senior secondary and tertiary levels. Despite this reality, students face difficulty in using English particularly in speaking.

In relation to this, Haile (1984) states that Ethiopian students spend much of their time in studying English and yet their speaking proficiency is unsatisfactory. This is because the spoken language has been given little attention in language teaching. However, he does not mention ways of improving speaking skill. According to the current thinking, second language ability can be developed through using the target language for communication. The development of learners' speaking skill depends on the efforts of the teachers and the students endeavored for the learning and on activities, techniques and strategies applied to teach the spoken language. Little Wood (1981) states that since the ultimate goal of the students is to take part in Exchanging ideas with others using speaking to achieve this ability, practice of speaking in English classroom with the best strategy may give them the way to express their ideas to transmit and or receive messages from to the other. Also, Ur, (1998) stated that the language activities are important factors in teaching language for communication. Activities help create interaction in the language class room. Additionally, communicative activities can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning.

However, students feel insecure about their level of speaking English and they face problems in communicating as well as expressing themselves in English language .As a result they remain silent as they are fear of making mistakes and do not show active participation in speaking lesson. So CLT should be adopted by teachers in English language teaching to improve students' ability (Harmer 2006 Jones, 2007). Since, speaking is an open ended it requires learners not only to know how to produce a specific points of language (grammar, pronunciation or vocabulary), but also to help to understand when, why and in what ways to produce language (sociolinguistic competence). Aman (2012) indicated that language teaching seems to have failed to meet its goal as the language skill of learners is too poor to enable them to express themselves using English.

Similarly, in Gore Secondary School the students cannot express themselves, make dialogues, discussions, debate and participate, even in a small talk. Generally, they may have less exposure to the practice of English speaking and also the teacher couldn't encourage them to practice speaking. There is lack of adequate interaction between teachers and students among the students themselves. Therefore, one way to tackle these problems are to find the root factors of the problem and begin the research from that point. The question that can be posed here is that, what are the factors that pose challenges in learning and teaching speaking English in the classroom.

There are some evidences that show certain local researchers investigations related to factors that affect students speaking performance. Among these Akalu (1999) who did "A survey on factors affecting students speaking skill". He found that cultural and educational background had the main impact on students speaking performance. Alemayehu (2011) conducted his research on assessing causes and impact of learners speaking anxiety in EFL class room. According to his finding anxiety has been considered very negative factor in learning to speak the language. On his part, Getachew (2013) investigated the practice of teaching speaking skill using group work. He found that the absence of not discussing in group restricted the students from speaking fluently. Again, Asfha (2015) studied on exploring the causes of students' reluctance in English speaking classroom. He found that lack of confidence and shyness the factors for difficulties in speaking.

Aman (2012) studied factors that challenge the teaching and learning English language speaking skills of grade nine students. According to his studies, the main reason for the learners' difficulties in speaking English skill the inability to study through medium of English, and lack of teachers' motivation towards teaching speaking. Kedir Abda (2013) studied, "The factors that affect speaking skill". According to his studies; fear of making mistakes, lack of basic speaking skills and the insufficient practice of students during speaking lesson are the main causes for the failure of speaking. Therefore, inspired by the existing learners' speaking problems, which the researcher observed and considering of the potential

effects the research outcomes put on the overall development of this study aiming at exploring the activities, techniques and strategies used by EFL teachers to teaching speaking skill with specific reference to Gore Secondary school.

1.3 Objectives of the Study

The study has both general and specific objectives.

1.3.1 General Objective

The main objective of this study is to assess challenges to teaching and learning speaking in grade 9 classrooms of Gore Secondary School.

1.3.2 Specific Objectives

The specific objectives of this study are:

1. To identify students' related factors that challenges to teaching and learning speaking skill.
2. To identify teachers' theoretical orientation and practical application of teaching speaking skill.
3. To identify what teachers and students do to overcome the challenges teaching and learning speaking skill.

1.4 Research Questions

The study will attempted to find answers to the following basic research questions:

1. What are the factors that challenge the teaching and learning speaking?
2. How does lack of teachers' orientation and practical application bring challenges in teaching speaking skill?
3. What should be done to solve the challenges of teaching and learning speaking?

1.5 The Significance of the Study

Even though speaking is very important in different aspects in teaching and learning process, there are challenges that hinder it properly implemented. This study believed to elaborate the factors that cause challenges in speaking English in EFL classroom. First, it can show the teachers how to implement and practice teaching English. In addition, this helps them to improve teaching speaking skill. Second, the students benefited by knowing the causes of speaking problems and they minimize their inabilities of speaking English. The students and teachers become aware more about the challenges affecting speaking in abilities in English classroom. Finally, this study encourages the researchers for further investigation on this research title.

1.6 The Scope of the Study

This study is confined to the challenges teaching and learning speaking skill in English classroom in case of Grade 9 students in Gore secondary school which is found in the western part of Oromia region , Ilubabor zone, Ale woreda in Gore town. The participants of the study were Grade 9 English teachers and students. The researcher focused on identifying the challenges that influence learning and speaking skill in English classroom and the strategies used by the teacher to help students to cope the challenges they face in the speaking skill . However, the findings of the study couldn't help to make generalization in the whole region because of that the population of the study is limited to the school.

1.7 Limitation of the Study

This research has been confronted different limitations during its ongoing process. Being it was conducted only on a single school the findings obtained cannot represent the majority of schools in similar cases. The failure of sample respondents to give their genuine opinion due to less attention and lack of full understanding of the interview questions and questionnaires are another constraint to get very relevant information on the problem studied. The unusual feelings of some teachers and students during the observation session were also another constraint seen however the observer tried more to smooth the atmosphere of the observation. Therefore, this situation at some extent might impede the observer to get the real repertoire of teaching and learning process which can affect the effectiveness of the findings.

1.8 Acronyms

CLT – Communicative Language Teaching

EFL – English as a Foreign Language

ELT – English Language Teaching

MOE – Ministry of Education

TEFL – Teaching English as a Foreign Language

Chapter Two

Review Of Related Literature

2.1 Definition of Speaking and its Nature

According to Brown, (1994), Burns and Joyce, (1997), Speaking is an interactive process of constructing meaning that involves producing and receiving information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purpose for speaking. Like other skills it is more complicated than it seems at first and involves more than just pronouncing words. It is often spontaneous open ended, and evolving speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (socio linguistic competence). Finally, speech has its own skills, structures and conventions different from written language (Burns and Joyce, 1997; Carter and McCarthy, 1995; Cohen, 1996).

2.2 The Importance of Speaking

In this section some important issue, which can support learning speaking English are presented. According to Joanna and Heather (1999), cited in Akalu, (1999:13) many teachers worldwide have to teach mainly grammar and vocabulary because these areas tested in examinations. This means that speaking is a neglected language skill in much classroom. Students may have a good knowledge of grammar and a wide vocabulary. This is because the students can use the knowledge to pass examination but they face challenges to speak English outside the classroom.

According to Joanna and Heather (1999), speaking English helps students to convey their information or to get message in any fields of study. Good English speakers will be in a good position to contribute for the improvement of their community, a socio-politics and socio- economic issues. This means by practicing speaking English, students gain valuable skills that can be useful in their lives and in their day-to-day communication.

2.3 Factors affecting Learner's speaking in EFL Classroom

It has been mentioned earlier that there are various factors that cause challenges in speaking English in EFL classroom. Each of them is explained below.

2.3.1 The Students Living Background

Most of the Ethiopian students live in rural areas, that the living area has its own negative impact in applying the actual role of students in speaking activities. Language acquisition starts from living areas and interaction or practice between individuals. According to Lougharn, J.J, (1996) English is a more difficult language for rural children to learn than for those children living in urban areas. That is because of shortage of books and other reading materials in English, availability of fewer models of good English and lack of practice opportunities with peers and other community affect the development of students speaking skill. Due to this, they cannot express their ideas and opinions appropriately.

2.3.2 The Students' Poor Speaking Experience

The students' failure to participate during oral activities could be the result of their poor background speaking practice. Many students learn English through traditional methods in which they usually listen to the teachers who often cover the majority of the class room talks. Moreover, it could appear that less focus is given to speaking skill as compared to the weight given to mastery of language knowledge. Thus, some students might perform less in their oral interaction, or perhaps because they may not get sufficient opportunities to practice extended oral interaction or perhaps, because text may not give more genuine speaking activities with adequate time or perhaps, because teachers teaching techniques or strategies of dealing with oral activities may not generate students active participation. Consequently, the students oral proficiency is limited (Bygate, 1987, as cited in Amanuel, 2015:26) learners as those who are motivated to learn, good guesses, choosing material, methods and tasks selecting the criteria for evaluation, taking an active approach to the task and willing to take risks. Furthermore, Sheldon.L.(1988) characterizes autonomous learners as those who have the capacity for being active and independent in the learning process. They can identify goals, formulate their own goals to suit their own learning needs and interest and they are able to learning strategies and monitor their own learning.

2.3.3 Fear Of Making Mistake

The fear of public speaking draws up on the same panic trick, as other fears and phobias. As argued by many theorists, fear of making mistake becomes one of the main factors of students' reluctance to speak in the classroom. (Tsui in Nunan 1999, Yihtwe 2002 and Robby 2010). People naturally want to rid themselves of public speaking anxiety before they do any more speaking. Aftat (2008) that this fear is linked to the issues of correction and influenced by the students; fear of being laughed at by other students, or being criticized by the teacher. As a result, student commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see those (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in he and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will Laugh at them and receive negative evolutions from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue, especially in EFL context. As argued by Middleton (2009) most EFL student are afraid to try and to speak in a foreign language they learn. In this context, as he adds students do not want to look fool other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

2.3.4 Anxiety

It is not possible to define anxiety in a simple sentence. It is associated with feelings of uneasiness, self-doubt, apprehension, or worry. Scovel (1973:134) defined anxiety as a state apprehension avenue fear. We all know anxiousness. At a more monetary or situational level state anxiety experienced in relation to some particular event or act. Therefore, anxiety can also be one of the factors that affect teaching speaking. Speaking a foreign language in public especially in front of native speakers often leads to anxiety. Sometimes, extreme anxiety results in the learners being tongue-tied or lost for words in an unexpected situations leading to discouragement and a general sense of failure in the learners.

Regarding the causes of anxiety, Horwitz and Cope (1986), in Zhaoma,(2007) based on the findings of their study, found out three main causes of students' anxiety i.e. communication apprehension refers to the students' ability to communicate in the target language, their law ability in this aspect in many cases, causes anxious feeling among many students'. The second causes, which is test anxiety deals with students' fear of being tested. The last cause has to do with other students 'evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. In addition, fear of being evaluated by their teachers is also another factor affecting students' anxiety (Liu, 2007; Zhao,etal, 2004) all these shows that understanding students better and being skillful in managing class room should be part of the teachers concern. As suggested by Harmer (2007) to reduce this anxiety feeling teachers need to pay attention to each students strengths and weaknesses so that they can create a learning method which accommodates all students in the class room.

2.3.5 Motivation

Motivation is probably the most often used catch all term for explaining the success for failure or virtually any complex task. It is too easy to figure out that success is due to simply the fact that someone is motivated. It is easy in second language learning claim that a learner will be successful with proper motivation; such Claims are of course not erroneous, for countries. Studies and experiments in human learning have shown that motivation is a key to learn to teach (Brown, 1987), Zhao (2008) further adds that motivation is an inner energy. She says that no enhance their study interest. It has been proven in many studies learning and gains better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

With respect to the causes of lack of motivation, Grader in Nunan (1999) elaborates the students' lack of motivation e.g. un inspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program.

Therefore, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, a monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital. In response to the issue and motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the class room. He says that the back ground of this situation is that students are not motivated by the teachers towards the communication in English. In line with what Babu (2004), in Aftat 2008 says that motivation is a product of good teaching. In his further explanation, After that emphasizes that to motivate students to learn well and actively communicate in English teachers should have passion creatively and interest in their students.

2.3.6 The Role Of Self-Esteem

Self-esteem refers to the evolution which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval or disapproval and indicates the extent to which an individual believes him-self to be capable, significant successful and worthy. In Short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds to ward himself. Studies have found that Thomas (1975) point out those with low self-esteem say less in class and sit further back in the class room compared to students with high self- esteem. Young, (1990) also finds that learners' affective attitudes to English have a significant effect on their speaking self-rating. The more negative the affective attitudes, the lower the self-rating; learners reveal that they don't really believe their English language is good. They feel a sense of unease speaking English simply because they do not think they are performing well enough.

2.3.7 Lack Of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking, showing that the students are lack of confidence to communicate. In response to this Tsui, cited in Nunan (1999) says that students who lack confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teachers' focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' self-confidence.

Chaney, A. (1998) stated the main causes of students' confidence in their low ability in speaking English. In this case as they add, many students think that their English is bad and feel that they cannot speak English well. The other causes of students' lack of confidence also deal with the lack of encouragement from the teacher (Brown; 2001). In this context, many teachers do not think that convincing students that they are able to speak English. As a result as Brown adds, students find the learning de motivating rather than motivating. This suggests that encouragement becomes vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a great role in students' success of learning speaking.

2.3.8 SHYNESS

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students to do their best in their speaking in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that shyness plays an important role in speaking performance done by the students.

With regard to the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid to be laughed by

their peers.

2.3.9 Lack Of Basic Language Skills

Students learning English as a foreign language need to perform basic language skills. This means that they have to be able to listen, speak, read and write in a given topic, making appropriate and accurate use of the language at the level of sounds, syllable, grammar, vocabulary, texts and discourse. They can learn these basic language skills partly during classroom instruction English as a foreign language and partly outside the classrooms, or outside the school through media and (in communicates where English is used in society from English fluent peers and adults (Clegg, 2009).

2.3.10 Students' Poor Back Ground Of Language

Different researchers at different times on the role of English language in Ethiopian schools indicate the inability of students to communicate, especially speaking skills. Because, when the lack knowledge of English language skills their academic language skills, basic language skills meta-cognitive skills could not help them to master the language for academic purpose (Stodder, 1986 as cited in Chotpal, 2015). In addition, Clegg (2009) stated that students need to develop their basic academic and meta-cognitive language skills and knowledge the language so that they can effectively learn and understand the basic skill and knowledge. Since the proficiency in English the best predictor of academic success, it seems reasonable that English language teachers should spend significant amount of time teaching the vocabulary required to understand the lesson's topic.

Unrealistic perception or beliefs on language learning and achievement can lead to frustration or anger towards students' own poor performance in a second/foreign language. According to Young (1991:428), erroneous beliefs about language learning can contribute to greatly creating language anxiety in students. In this review of literature on language anxiety, Ohata (2005:138) explained that unrealistic beliefs can lead to greater anxiety and frustration, especially when the beliefs and reality clash. He elaborates that if the learners start learning second or first language with the belief that pronunciation is the creation in case of speaking.

2.3.11 Role Of Risk Taking

Risk taking is an important characteristic of successful learning of foreign language learners have to be “gale” a bit be willing to try out hunches about the language and lack risk of being wrong. Samira, A (2014) argues that risk is important in both class room and natural setting in the class room. These ramifications may include a bad grade in the course a fail on exam, are preach from the teacher and smirk from class mate, punishment or embarrassment, imposed by one-self outside class room. Individuals learning a second language faces other negative consequence if they make mistakes.

2.3.12 Role Of The Learners’ Limited Vocabulary

To develop students speaking ability enhancing learner’s vocabulary knowledge will play paramount role. Knowledge of vocabulary will encourage learners to use the language inside and outside the classroom. Because the sentence or the phrase learners produce, is a combination of words, which gives complete meanings. If learners have no enough vocabulary, knowledge they obliged to stop their speech. For people speaking and listening to a foreign language an unknown word can be like a suddenly dropped barrier causing them miss the next part of the speech (Anderson, 1988, 35). Now days, Ethiopian high school students have lack of vocabulary knowledge and pronunciation. This make them in order not to express their feelings, as they want, rather students prefer to stay silent. If the situation obliged them to speak they tried to use their own language.

However, there are the only factors that affect students’ motivation in foreign language learning especially in speaking skill that should be considered. But there are other factors that should be considered. Some of these are text characteristics. Knowing this factors enable teachers and educators to raise the level of motivation in the classroom so that it allows students to achieve their goals inside and outside the classroom.

In general in this chapter many conceptual and empirical works have been examined so as to get a clear understanding about factors that influence students motivation in EFL speaking class and to identify the important strategies that help to enhance students motivation towards the speaking skill. Finally, on the discussion of the above theories and concepts EFL education without considering the motivation of learners is difficult or impractical especially in the classroom.

2.3.13 Problems Of Listening Ability

Speaking skills cannot be developed unless we develop listening skills (Doff; 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the idea of Doff (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker therefore, one is certainly unable to respond if he/she cannot understand what is said. It means speaking is closely related to

listening

2.3.14 Role Of Experience Of Success And Satisfaction

Experience of success provides students with more power to pursue a new goal. It follows language learners to understand the purpose of trying and have pleasure in communicating with others. Some people might feel successful when they can communicate their thoughts to peoples, others may feel the sense of success repeatedly emerges specifically when same one realizes the degree of some one's improvement and achievement. Subramanian (2001, as cited in Asfaha, G.2015) suggests that external praise for one's improvement is strongly related to form waiting the sense and success at all times satisfies people not only in language learning but also in everything. This means, it is strongly believed that the experience of success comes because of satisfaction.

2.3.15 Role Of Students To Help Themselves

Besides the teachers' role, students play a great share in assigning teaching speaking skill. They are expected to participate in teaching learning process in different ways. One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process (Wenden1991). Cotterall and Crabbe (1999) believe that in the formal educational context the most successful learners are autonomous (they take responsibility for their learning. They constantly reflect on what they are learning, why they are learning and with what degree of success of learning). Scharle and Szabo (2000, as cited in Aman,A. (2012) point out those autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning and behave accordingly. When doing their homework, answering a question in class they are not aspiring to please the teacher or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in the learning group every one's benefit.

Hedge (2000:76) agree that an autonomous learner is one who is self-motivated, takes the initiatives, has a clear idea of what he or she wants to learn and one who has his or her own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who: know their needs and work productively with the teacher towards the achievement of their objectives. To learn both inside and outside the classroom, take classroom-based material and can be built on it, know how to use resource independently, adjust their learning strategies when necessary to improve learning and manage and divide the time learning properly. Within the context of education (Wenden, 1991:41-42) also characterized autonomous.

2.4 The teachers' role

In order for the teacher to explore better possibilities for his own teaching for communicative approach he or she is expected to adopt varied appropriate roles for managing variety of classroom activities. For example, while planning accession, the teacher should be able to act in accordance with what objectives each activities entail. Accuracy and fluency activities for example determine whom distinct teacher's roles. According Harmer (1991) in some activities that require more of the teacher's activity like accurate production, the teacher should be able to act as controller, where as in communicative tasks that demand learners group or pair interaction, the teacher should act as facilitator by not intervening frequently. She or he should instead allow students more opportunity to use the language at their disposal. In other words the teacher should be clear if his tasks were he must not act as controller in both cases.

To this effect, the teacher should always be committed in terms of securing such as interactive classroom by way of acting less dominantly. To this effect, (Rivers, 1987:9) says teacher directed and dominated class rooms cannot by their nature be interactive classrooms, and this is what language teachers need to aware.

Thus, giving learners a different role (such as greater initiative in the class room) requires the teachers to adopt a different role. To this end, according to Breen and Candlin (1980) as cited Nunan (1989:87) the teacher has three main roles in the communicative class room. The first is to act as the "facilitator" of the communicative process. The second is to act as the "participant" and the third is to act as the "observer and learner"(ibid). In general terms, according to Larsen Freeman (1986), Little wood (1981), Harmer (1991), in communicative oriented classroom, the teacher should act as counselor or facilitator, organizer, participant, prompter, resource, etc. Instead of being an actor of the stage in general, it can be seen that in oral communicative classroom the teacher in most cases possess the role of facilitator rather than controller.

2.4.1 Teachers' Beliefs About Language Learning Or Teaching

Research shows that individual teachers bring to second language teaching different beliefs and assumptions about constitutes effective teaching. Brindley (1984:95) notes that when learners and teachers meet for the first time, they bring with them different expectations concerning not only the learning process in general but also concerning what will be learned in a particular course and how it will be learned.

Research suggested that teachers' class practice can be determined by their basic beliefs and attitudes

about the learning process Doukas (1996). He explains it as follows:

Teaching activities are justified according to the teacher has set out to accomplish and the context he or she has set to teach. They also relate to the philosophy of the view of language and language learning that the program embodies, and the role of the teachers and learners and instructional materials in the program. Since the assumption underlying methodology are not necessary shared by teachers, administrators and learners. It is useful exercise for all whom are involved in language program to clarify their assumptions' and exam attitudes, beliefs and practices.

It is possible to draw from this discussion of literatures that it is important to distinguish theories of beliefs i.e. belief teachers purport to espouse, and from theories in use i.e. actions indicating teachers' beliefs are practiced". Studies of self-styled communicative teachers, for example, have shown that they may no more create condition for genuine communicative in their classroom than the other teacher (Nunan,1987). Because of their education, training, and characteristics of the society in which they were brought up, many teachers believe in the authoritarian role of the teachers that the students as passive receptive. In the Ethiopian context, Abdulkadir Ali (1983, cited in Amanuel 2015:23) in his finding indicated that the English classes are teacher dominated. That is, the students do not have a chance to use the language in different situations. English is thought just like other subjects where the learners have to listen whatever the teacher says. In such case, the introduction of a learner centered will be indirect conflict with teachers' attitude and beliefs that hold about language teaching. Thus, teachers' belief towards language teaching and learning is essential elements for the implementation of communication activities.

2.4.2 Teacher's Teaching Methodology

In classroom context, teachers apply teacher centered teaching method and the students will not be able to get the opportunity to practice the speaking skills. This hinders students to interact with teachers and students to develop their oral speaking. If students keep silent or do not practice in group and pair, they cannot improve their speaking skills and do not achieve their language proficiency. Unlike learner centered method of teaching teacher- centered method does not engage learners to interact with each other and with their teachers; teachers become all knowing while learners are considered as passive receivers.

In all foreign language teaching methods and techniques in language teaching process it is aimed to have a special focus on the language skills that the learners specially need in the use of that particular language. For instance if the objective of the program is to develop the speaking skills of the learners in the language teaching process, listening and speaking activities are highlighted and there is special emphasis on the pronunciation and the vocabulary rather than the grammatical structure of the target language.

2.4.3 Feed Back During Speaking Activities

Most students want and expect their teachers to give them feedback on their performance. However, not all-speaking production should be dealt with in the same way. Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend up on the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time they have confined very demotivated and become afraid to speak, they suggest that the teachers should always correct the students' mistake positively and with encouragement (Baker and Westrup, 2003).

2.5 Role of Integrating the Speaking with other Skills

We can agree that in our daily activities, we hardly use one skill without the presence of the other skills. Even in an every discussion, we involve two or more skills. It is not possible to participate in a conversation without listening while some one is speaking. This is because listening and speaking play an important role in a communication situation. This occurs when every opportunity has to involve the students in meaningful and realistic communicative activities. Many more activities have to be designed for this purpose, so that the students work in pairs or small groups. In this way, the amount of time that each student spends on practicing the language is significantly increased. This is also compared with a situation where the teacher initiates communication and involves individual students. If the students work in pairs or small groups, they tend to speak more freely than when they are required to stand up and respond individually to questions from the teacher. They are also more likely to take a more active interest in the lessons than when they are simply listening passively to other students rather than responding to the teacher. Pair or group work activities also produce a valuable learning environment in which the students can correct and help each other. Thus, in this way, the students will become more confident and competent in using the language for communication purposes. If a teacher gives some ideas as to how the pairs or groups are made up, guides them without interfering among them to correct the errors which are made, students will feel more at ease if they are paired with a friend. On the other hand, it is often profitable if the pairs or groups consist of students of different ability levels. That is why (Chaney A. 1998) says, "we listen for purpose and with certain expectations. And we make an immediate response to what we hear". This idea is clear that we listen at the same time we respond to what we listen. Byrne (1986:144) recommends the importance of integrated skills activities for the following reasons:

- 1. They provide opportunities for using language naturally, not just practicing it.*
- 2. Many pairs and group activities call for a quality of skills, sometimes simultaneously in order to involve all the*

Learners.

- 3. Students seem to learn better, when they engaged in activities which involve more than one skill.*

This is true because the purpose of teaching English as a foreign language in our school is to help students to be effective in speaking. This involves in a lot of listening, speaking, writing, and reading activities to have better and over all knowledge in general. Because it is on the school curriculum to help the students develop their academic abilities, the students must use the skills, especially speaking for their academic advancement. The students can develop their listening, writing and reading abilities through speaking. According to Harmer (1991:87), "speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving message and are therefore often referred to as receptive skills."

Single most important aspect of language learning, they will naturally feel frustrated to find the reality of their poor speech pronunciation even after learning and practicing for a long time. These beliefs are most likely to originate from learners' perfectionist nature. The perfectionist learners' like to speak perfectly, with no grammar or pronunciation errors, and as easily as first language speaker. These high or ideal standards create an ideal situation for the development of language anxiety (Frostet al 1990 cited in Gregersen and Horwitz, 2002:564).

2.6 The Role of Instructional Materials

They fear looking ridiculous, they fear frustration coming from the listeners, blank look showing that; they fail to communicate (Brown, 1987). Therefore, in practicing English either in the classroom or outside the classroom learners have to take the risks that come and learn through making mistakes. However, mistakes are ways of learning. The silent student in the classroom is one who is unwilling to appear foolish when mistakes are made. Risk takers do not bother whether they are laughed at when they make mistakes. Instructional materials are the device with instructional context or function that use for teaching purpose. These includes: books, textbooks, supplementary reading materials, audiovisual and other sensory materials, scripts for radio, or television instruction, instruction sheet, and package sets of materials, for construction or manipulation.

2.6.1 Shortage Of Textbooks

Textbooks play a very crucial role in the realm of language teaching and learning. It is considered as one of the important factors in the second or foreign language class room (Alwright, 1999). It is psychologically essential for students, since many students work with a textbook feel secure and has a sense of progress and achievement. It serves as the basis of the content of the lesson, the balance of the skills taught, and the kinds of language task students actively use. Thus, textbook provides ready-made text and learning tasks which are likely to be of an appropriate level for most of the class (Ur, 1996).

It also viewed by Alwright (1999:25) as it a resource book for ideas and activities rather than as instructional materials. He also states that it is an effective resource self-directed learning and presentation of materials, a resource of ideas and activities, and a reference source for students, a syllabus, where they reflect predetermined learning objectives and support for less experienced teachers who want to get ideas on how to plan and teach lesson as well as formats that teachers can use.

2.6.2 Lack Of Access To Other Instructional Materials

A wide variety of materials has been used to support communicative approaches to language teaching. The advocators of communicative language teaching view materials as a way of influencing the quality of interaction and language use. According to Larsen Freeman (1986:135-136, cited in Amanuel 2015:32) “adherent of the communicative approaches advocate the use of authentic language material. The use of authentic materials the lower level class is to use regalia that do not contain a lot of language, but about which a lot of discussion could be generated.

Effective teaching is made practical when there is a wide of use of instructional materials. The availability of different kinds of instructional materials facilitates the teaching learning process. Each instructional material has its own contribution to make a change in the learners’ behavior.

2.7 Role of Mother Tongue

Second language students of the some mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003:12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language”. Therefore, the learners will not be to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads to borrow words from their native language.

Chapter Three

Research Methodology

3.1 Research Design

Howell (2013) described, a research design is the general research strategy that outlines the way in which a research to be under taken and among other things identifies the methods to be used in it. So to address the research questions to explore the causes of challenges that students encounter during speaking skill, descriptive case study was employed by using mixed method approach which include both qualitative and quantitative. Regarding this, Denzin and Lincoln (2000) claimed that qualitative research involves an interpretive and naturalistic approach. This means that qualitative researcher study things in their natural setting, attempting to make sense of or to interpret phenomena in terms of the meanings people bring to them. Therefore, the researcher used open-ended questions, semi-structured interview to collect the qualitative data. Close-ended questions were used in the questionnaires to gather data quantitatively. Quantitative data was analyzed quantitatively using frequency and percentage.

3.2 Participants

Grade 9 students and English teachers of Gore Secondary School were the participants of the study. The school is selected purposefully because it is closer to the researcher's working place and familiar with the respondents. The grade level is chosen based on the researcher's observation as a teacher in this school.

3.3 Sample and Sampling Techniques

This research is conducted on Grade nine students registered for the academic year of 2012 E.C in Gore secondary school. There were about 280 students in six sections. In each section there were forty-five up to forty-seven students. Then the researcher for the purpose of the study has arranged the list of students accurately. Then after systematic random sampling was employed to select the sample. Using this technique seven students were taken from each section. Therefore the sample size of the research is 42 students.

Regarding the six EFL teachers who are teaching in Grade 9 all of them were comprehensively selected for the interview questions.

3.4 Methods of Data Collection

In order to achieve the objectives, questionnaire, classroom observation, and interview were employed by the researcher. These helped the researcher to triangulate the gathered data and find the challenges that

student encounter during speaking. The data collection was carried out in three phases. The first phase is questionnaire, the second is classroom observation and the third phase is interview.

3.4.1 Questionnaire

Questionnaire is one of the data collection techniques used for securing pertinent information for the study. Best and Kaham (1989) and Sharma (2000) state that questionnaire enables a researcher to collect data from large groups of individuals within a short period of time, and it is also easy to administer, to answer subjects in one place at a time. Therefore, using the instrument some aspects such as causes of challenges in speaking English, students' related factors, teachers' related factors, and the role of the teachers and students to minimize these problems were gathered.

3.4.2 Classroom Observation

Observation is a supplementary instrument to interviews and written reflection tools for collecting data. This is because classroom observation helps for collecting data from teachers and students' behaviors in actual setting (Siliger and Schohamy, 1989). The researcher prepared observation check list in order to collect additional data and substantiate the results that obtained through questionnaire. The check list was prepared based on the objectives of the study which focused on classroom instructional activities, challenges teachers and students face, the role the students play, and teachers' and students' strategies which was used in the teaching and learning process. Six sections were observed twice in different English classroom. During the classroom observation, the researcher has taken notes about the class room situation, teachers' performance of teaching speaking skill, the challenges that the students faced while learning speaking skill, and the challenges that English teachers faced during actual implementation.

3.4.3 Interview

Interview is a means of interaction in which the interviewees give information orally. Regarding the importance of the interviews (Silinger and Schohamy 1989) hold the view that use of interview as a data collection instrument important for getting in depth information, free response and flexibility that cannot be obtained through other instruments. Hence, semi- structured questions prepared for six English teachers to get information about the causes of challenges in learning and teaching speaking English. Twelve questions designed by the researcher for the teachers based on the objectives of the study and the research questions. It also hoped that this data collecting instrument responded to the strategies teachers were using in helping the students to overcome the problems of speaking.

3.5 Procedure of Data Collection

The study was conducted in Gore Secondary school to identify and analyses the root causes of challenge in speaking English. To collect data, the following procedures were used.

First, students' questionnaires were ready and distributed to the respondents. The researcher himself distributed and collected the questionnaires. Therefore, as much as possible all items were filled in and returned to the researcher. Secondly, observation was conducted using observation checklist during speaking lesson or different speaking activities. During observation, the researcher observed the problems that hinder students from speaking and the mechanisms used by the teacher to overcome the problems. Thirdly, interview was taken place with the available English language teachers. During the interview, the researcher was note the response down.

3.6 Method of Data Analysis

Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate consensus and recap. Qualitative and quantitative methods of data analysis were employed in this study. The data that was gathered through closed ended questions were quantitatively analyzed by counting and converting the tallies into percentage. Whereas, the data that were collected through interview, structured type question by adding the researcher's impression was analyzed qualitatively. Therefore, the researcher gathered data sequentially and procedurally so that related themes were easily identified, and interpreted through reading to sort out the relevant and core ideas that turned into meaningful themes. Qualitative research relies on transforming informational from observations reports and recording into data in the form of written word, not numbers (Enzi, 2002, as cited in Lake, S. 2015). Then the results that obtained from questionnaires; observation and the interviews were interpreted to achieve the integrated analysis of the data that was obtained through the tools.

3.7 Validity Checks

The researcher had tried to make the research valid. For example, the questionnaire for students as much as possible was designed to match the related literature review.

In addition, so as to add the validity of the research, it was necessary to translate the questionnaire into respondents' mother tongue to get rid of certain confusion while the questionnaire was filled by the participants since all of them might not understand equally if it was only in English language. Hence, the questionnaire was translated to Afan Oromo by the authorized person to translate it. Afan Oromo teachers were invited to check the clarity of ideas within sentences and spelling of the questionnaire (Please, refer Appendix C).

3.8 Reliability Checks

Before carrying out the actual process of data gathering the questionnaires were prepared and revised and approved in discussions with my advisors. After that the sample students have given orientation briefly

how to fill in the questionnaires. Then the gathered data were analyzed and interpreted as the designed procedures.

3.9 Ethical Consideration

Research ethics is an agreement made by the researcher to keep the given responses confidential and get rid of using offensive words and approach which may torch the respondents. First, every attempt was made to make the instruments especially questionnaire and group interview free from offensive words. Second, while filling in questionnaire, the respondents were informed in order not to write their names. Further, they were told that every response they replied are kept in secret and used for the research purpose only. During the classroom observation, the same thing was told to the participants. Above all, all the respondents were informed the purpose of gathering the data, and kindly requested to participate voluntarily rather than forcing them to fill in the questionnaire. The same thing was done to carry out the interview with English Language Teachers.

Chapter Four

Results And Discussions

4.1 Introduction

This chapter deals with the presentation and analysis as well as interpretation of the data gathered from the students through various instruments. Accordingly, the demographic information of the respondents and the questionnaire's results were presented in tables while the results of classroom observations and interviews were presented in narratives.

4.2 Analysis and interpretation of data gathered through questionnaire from the students

Concerning the first objective of the study the students' respond to the structured questionnaire and the responses were discussed and analyzed in detail to address the objective of the study. Additionally, the result of the classroom observation and the teachers' responses for the interview questions were discussed and summarized in detail to identify the factors that challenges in teaching and learning speaking skill.

Table 4.1: The total responses of students gathered through questionnaires.

The following table contains the total responses gathered through questionnaire from the sample students. Then presented and analyzed under different themes next to the table.

No	Items	Responses in	Responses					Total	Mean
			5	4	3	2	1		
I	The learners' failure to concentrate on speaking skill								
1	I think that English-speaking lesson will be use full in my future career as other language skills.	N	3	-	3	24	12	42	
		%	7.14	-	7.14	57.14	28.57	100	2
2	I like to attend English lesson especially during speaking skill.	N	-	6	-	21	15	42	
		%	-	14.28	-	50	37.71	100	1.92
3	Learning speaking skill plays a great role for the development of my English language.	N	-	12	-	3	27	42	
		%	-	28.57	-	7.14	64.28	100	1.92
4	I feel satisfaction when I am learning speaking skill in the classroom	N	-	6	6	12	18	42	
		%	-	14.28	14.28	28.57	42.85	100	2
5	I think my teachers and my class	N	11	12	4	9	6	42	

	mates criticize my speaking styles.	%	26.19	28.57	9.52	21.42	14.28	100	3.30
II	The lack of basic language skills								
6	I am often un able to focus on the given contents during practicing speaking skill	N	4	8	5	25	-	42	
		%	9.52	19.04	11.90	59.52	-	100	2.78
7	I practice other relevant materials in addition to grade 9 English textbook.	N	-	-	-	23	19	42	
		%	-	-	-	54.76	45.23	100	1.54
8	Since speaking is not included in test and final exam I do not want to practice it.	N	3	4	-	11	24	42	
		%	7.14	9.52	-	26.19	57.14	100	1.83
9	I am not encouraged when I learn speaking lesson because speaking is a difficult skill.	N	9	26	-	7	-	42	
		%	21.42	61.9	-	16.66	-	100	3.88
III	.Analysis of learners' belief about speaking skill								
10	I am often motivated to get the relevant materials and activities concerning to English speaking skill.	N	4	3	10	10	15	42	
		%	9.52	7.14	23.80	23.80	35.71	100	2.30
11	Lack of sufficient vocabularies restricted me from practicing speaking English	N	9	18	-	15	-	42	3.5
		%	21.42	42.85	-	35.71	-	100	
12	I think having more knowledge of vocabulary helps me to speak English	N	9	30	-	3	-	42	
		%	21.42	71.42	-	7.14	-	100	4.07
IV	.Analysis of the impact of fear of making mistake								
13	I can speak fluently but I fear speaking English language in the classroom.	N	2	23	-	13	4	42	
		%	4.76	54.76	-	30.95	9.52	100	3.14
14	I practice English speaking skill in English clubs inside the school campus.	N	-	6	5	26	5	42	
		%	-	14.28	11.9	61.90	11.90	100	2.28
15	I feel anxiety when I learn to speak	N	11	13	-	10	8	42	

	English language.	%	26.19	30.95	-	23.80	19.04	100	3.21
16	The interference of my mother tongue or L1 is a negative challenge for me when I try to speak in English.	N	18	9	-	12	3	42	
		%	42.85	21.42	-	28.57	7.14	100	3.64
17	I think I may not be able to express my idea in English.	N	6	18	3	9	6	42	
		%	14.28	42.85	7.14	21.42	14.28	100	3.42
V	Teachers' Belief about Language Teaching								
18	Our English teachers give us opportunities to speak in the classroom.	N	-	16	-	5	21	42	
		%	-	38.09	-	11.90	50	100	2.26
19	The teachers teaching style influence my motivation towards the speaking lesson.	N	11	15	6	12	-	42	
		%	26.19	37.71	14.28	28.57	-	100	3.73
VI	The Impact of Text book Design on Speaking Skill.								
20	The textbook contains sufficient lessons concerning speaking skill.	N	6	6	6	18	6	42	
		%	14.28	14.28	14.28	42.85	14.28	100	2.71
21	The speaking lessons provided in the textbook enhances me to improve my speaking skill.	N	7	5	4	12	14	42	
		%	16.66	11.90	9.52	28.57	33.33	100	2.5
22	Being I am the beginner in secondary school, the way in which the textbook designed matches my level.	N	-	5	5	16	16	42	
		%	-	11.90	11.90	38.09	38.09	100	1.97
23	The topics provided in the textbook for the purpose of teaching speaking skill were familiar to my background knowledge.	N	-	1	3	18	20	42	
		%	-	2.38	7.14	42.85	47.61	100	1.40
VII	The Impact of Teachers' Teaching Methodology								
24	The unfamiliarity of the topic under discussion discourages me to	N	6	27	-	9	-	42	
		%	14.28	64.28	-	21.42	-	100	3.71

	participate in speaking during speaking lesson.								
25	The teachers use debatable topic to encourage discussion inside the class.	N	6	3	3	21	9	42	
		%	14.28	7.14	7.14	50	21.42	100	2.42
26	The teachers give us speaking rules and expressions to enable us speak more.	N	6	-	6	21	9	42	
		%	14.28	-	14.28	50	21.42	100	2.35
27	I do not participate on speaking because my English teacher does not encourage me.	N	-	8	4	21	9	42	
		%	-	19.04	9.52	50	21.42	100	2.26

Key: N =No of the respondents, % = percentage of the respondents response

5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

4.2.1 The Learners' Failure To Concentrate On Speaking Skill

This section discusses the learners' problems in case of lack of concentrating on speaking skill as one of the challenges in speaking English in classroom.

Table 4.2 : Students' response regarding lack of focus on speaking skill

No	Items	Re spo nse s in	Responses					Tota l	Mea n
			5	4	3	2	1		
I	The learners' failure to concentrate on speaking skill								
1	I think that English-speaking lesson will be use full in my future career as other language skills.	N	3	-	3	24	12	42	
		%	7.14	-	7.14	57.14	28.57	100	2
2	I like to attend English lesson especially during speaking skill.	N	-	6	-	21	15	42	
		%	-	14.28	-	50	37.71	100	1.92
3	Learning speaking skill plays a great role for the development of my English language.	N	-	12	-	3	27	42	
		%	-	28.57	-	7.14	64.28	100	1.92
4	I feel satisfaction when I am learning speaking skill in the classroom	N	-	6	6	12	18	42	
		%	-	14.28	14.28	28.57	42.85	100	2

5	I think my teachers and my class mates criticize my speaking styles.	N	11	12	4	9	6	42	
		%	26.19	28.57	9.52	21.42	14.28	100	3.30

Key: N =No of the respondents, % = percentage of the respondents response

5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

The students' responses to item number 1 that refers to what the respondents think about English-speaking lesson will not be use full in their future career as other language skills on the above table indicates that 24 students (57.14%) of them reported disagree, 3 students (7.14%) reported strongly agree, 12(28.57) reported strongly disagree and 3(7.14%) undecided . From the number of 42 students the majority of them agreed on that they do not believe in its usefulness. One of the reasons for their lack of concentration on speaking skill was that the students relative poor understanding of the importance of speaking. The students sit simply passively; they did not react with their friends rather they listened to their teacher. The mean value of the item which is 2.0 can also witness the result.

In relation to this the interviewed teacher said that the majority of the students do not believe in the importance of speaking. For instance an interviewed teacher replied that, the reason why the students do not feel happy is that they do have little understanding about the value of interacting in speaking English in the class room in a meaning full way. And the other teacher added that, the reason why the students consider speaking as challenges is that the lack of interest and taking it as a difficult task. The classroom observation also confirmed that the students have no interest while they are ordered to make dialogue with their friends during the lesson.

As the results indicate motivation plays a great role in case of performing something. Since the students had lack of motivation to learn speaking they could not develop their speaking abilities. For Laughran (1996), students motivation naturally has to do with students desire to participate in the learning process. Mark Lepper (1988) also confirmed that a student who is intrinsically motivated undertakes activities for its own sake. Therefore, the finding showed that this fact challenges the speaking English skill.

Moreover, Borich (1996:211) describes the most effective way of evoking students interest is to inform the behavioral outcome they will be expected to attain by the end of the lesson. This can be done by telling them early in the lesson or unit how they will be examined or expected to show competence. From the above mentioned suggestions one can conclude that the teacher should arouse their students' interest to develop the speaking abilities.

As presented in Table 4.2, item 2 which refer to whether they like to attend English speaking lesson, 6 students (14.28%) of them responded that they agree with the idea, 21(50%) of the students responded disagree, and 15(37.71%) responded strongly disagree with the idea. The mean of the item is 1.92 that shows the learners do not like to follow the speaking lesson. From this one can infer that one of the major

reasons that the students hate foreign language especially speaking lesson is their lack of self-esteem. This means that lack of self-esteem make them not to be competent with their fellow peers. Because their level was approximately the same. They also feel nervous when their peers performed better. Young (1991) found that anxious students thought their peers and they were looking down at them. He also finds that learners affective attitudes the lower the self-rating the more negative the affective attitudes, the lower the self-rating. They feel a sense of unease speaking English simply because they do not think they are performing well enough.

The researcher point out that not every learner was satisfied with his and her work and tends to give up the tasks they were given because they think they perform poorly. This finding showed that self-under mining was found to be another source of students' challenges to speak English language. Among the interviewed teachers, two of them explained that sometimes students themselves are causes of challenges in speaking classroom by laughing at their friends when they practice speaking and they are afraid of about the error they make in grammar, pronunciation and arrangement of words they use.

Regarding item 3 in the table, refers that whether the students know the function of speaking or not, 12(28.57%) of the students agreed with the idea that learning the speaking skill plays a great role for the development of English language, 3(7.14%) of the students disagreed, 27(64.28%) of the students strongly disagreed. The mean value of the item which is 1.92 tends to totally to disagreement .The result showed that the students completely had not have an understanding on its importance due to lack of motivation. This means that the students are not giving equal attention for speaking skill with other language skills. This brought a great problem for practicing a speaking skill. From this finding we can identify that great attention should be given for speaking as equally with other skills, since it plays a great role in case of learning English language.

From the interviewed teachers one teacher confirmed that how English language is a dominant language. Accordingly the teacher said that English language certainly plays an important role in communication. It helps the learners' to be able to communicate properly and effectively with their partners. Since, English is a multifunctional language; it is used in different aspects, like communicating with foreign people and using it in technology etc.

In the table with item 4, the students were asked if they feel satisfaction while they learn speaking skill in the classroom. Then 6 students (14.28%) of them responded agree, 12(28.57%) of them responded disagree, 18(42.85%) responded strongly disagreed and 6 students (14.28%) responded undecided. The mean value (2.0) also shows that the students' opinion almost tends to disagreement. From this, we can realize that student's feel discomfort in speaking classes, because they want to learn English lesson, for the purpose of passing national examination than speaking skill. For instance during the observation students

appeared to be ignorant while the teacher invited them to practice speaking activities except for certain outstanding students. The interviewed teachers suggested that the students feel angry and discomfort when they are to practice speaking. They said that the students have a negative attitude towards speaking skill. They thought, as it is not used in their future careers. They only learn the language for passing the examination by focusing on grammar and vocabularies rather than for developing their communication competency. In addition, the other teacher added that, they feel boring when they are ordered to discuss with their partners on the given topic.

Hence, this shows that the students' low attention during the speaking lesson is the challenge in case of speaking. This result seems too much with the result of the free response questions item number 2 and 3, the students' feeling angry and discomfort while speaking English in the class room can be the factor of the challenges.

In relation to this Macintyre, and Gardner (1991) argue that negative expectation lead to cognitive interference which produces performance deficits; poor performance and negative emotional reaction further reinforce the arousal of debilitating anxiety. The observation also showed that most students during individual presentation, debating and dialogue got nervous, experienced poor eye contact stood carelessly; spoke speedy and unclear expression for fear of loss of face and being laughed by classmates. As table 4.2, item 5, of the questionnaires was asked to assess if the students fear their teachers and classmates criticism while they practice speaking skill. Even though they have a good understanding of speaking skill, they completely stop from competing each other in the classroom while learning the speaking skill. Unless the students make competition, arguing, discussing together with classmates, they do not improve their speaking abilities. In relation to this 12(28.57%) of the students responded agree, 9(21.42%) of the students responded disagree while 11(26.19%) of them responded strongly agree, 6 (14.19%) of them responded strongly disagree and 4 (9.52%) of the students responded undecided. The mean value of the item is (3.30). From this it is possible to deduce that the criticism of classmates and teachers can influence the learners' motivation of speaking. It seemed that the students have lack of motivation to promote the speaking skill.

The interviewed teachers also said that they have lack of motivation towards practicing speaking skill, because of negative criticism. Accordingly most of them replied that they try to encourage their students to practice speaking whether they speak correctly or not by making them to talk with their friends on different issues. But the students understood themselves as they make wrong spoken English. And they advise the students to avoid such bad habit and feel more confident.

On the contrary, from the class observation the teachers did not encourage their students to practice speaking by avoiding such negative attitudes. As a result, the students do not adopt communication

strategies and conversational repairs when necessary.

4.2.2 The Lack Of Basic Language Skills

The students have to be able to listen, speak, read and write in a given topic, making appropriate and accurate use of the language at the level of sounds, syllable, grammar vocabulary, texts and discourse. However, the students have great problems regarding these. And the absence of these aspects directly challenge speaking in English language fluently.

Table 4.3: Analysis of students’ responses regarding lack of basic language skills

NO	Items	Res pon ses in	Responses					Tota l	Mea n
			5	4	3	2	1		
1	I am often un able to focus on the given contents during practicing speaking skill	N	4	8	5	25	-	42	
		%	9.52	19.04	11.90	59.52	-	100	2.78
2	I practice other relevant materials in addition to grade 9 English textbook.	N	-	-	-	23	19	42	
		%	-	-	-	54.76	45.23	100	1.54
3	Since speaking is not included in test and final exam I do not want to practice it.	N	3	4	-	11	24	42	
		%	7.14	9.52	-	26.19	57.14	100	1.83
4	I am not encouraged when I learn speaking lesson because speaking is a difficult skill.	N	9	26	-	7	-	42	
		%	21.4	61.9	-	16.66	-	100	3.88

Key: N =No of the respondents, % = percentage of the respondents response

5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

In item 1, on table 4.3, students were asked whether they focus on speaking or not. The results showed that, 25(59.52%) them reported disagree, eight (9.04%) of them reported agree, 4 (9.52%) of them reported strongly agree and 5(11.90%) of them reported undecided. The mean value of this item which is 2.78 is inclined to undecided.

From this we may infer that students may not pay attention to speaking lesson because of different reasons. For example, according to teachers' interview response for item 2 the students may not be interested in the topic, due of using poor reading materials and un familiarity of the words in the text, the students own back ground knowledge and others can be cited. Therefore, it may significantly cause problems in case of speaking effectively. The interviewed teachers also suggested that lack of exposure and practice in English speaking classes are causes for the students not to feel happy in the classroom. Generally, in our country English is only classroom oriented, that hardly few people use it outside the classroom, and this challenges practicing speaking in English. The classroom observation also shares the above-mentioned points. And from these points we can understand that encouragement plays a significant role for the development of students' speaking skill.

According to Table 4.3, item2, 23(54.76%) of the students responded disagree, 19(19.23%) of them strongly disagree. The mean value of the item is 1.54 that tends to disagreement. This shows that the majority of the students did not have plan to continue finding English-speaking materials to develop their speaking skill. This means that using different reference books regarding speaking lesson enhance some one's speaking abilities. But students usually give attention only for passing exams rather than developing their speaking abilities. As the interviewed teachers mentioned they have not supplementary materials to develop students speaking skill, even in their library. Accordingly they replied that the factors such as limited time, lack of supplementary materials, large class size and mother tongue influence are the challenges in speaking English.

From item 3, Table 4.3, 4(9.52%) of the students responded agree, 11(26.19%) of them responded disagree, 3(7.14%) of them strongly agree and 24(57.14%) of the students strongly disagree. Its mean value is 1.83. From this, we can realize that students only give attention for the sake of passing examination not for gaining knowledge. But speaking plays a great role in case of widens language knowledge.

In table 4.3, item 4, the learners are asked if they are not encouraged in speaking lesson due to the difficulty of the skill. Then the item shows that, 26(61.90%) of the students responded agree, 7(16.6%) of them responded disagree, 9 (21.42%) of them responded strongly agree. This suggests that the majority of the students are not motivated towards the speaking skill as they consider it a difficult skill. The total mean value for the factor is 3.88. This value almost shows that the students lack of basic language skills which help them to develop speaking skill. In addition to this most students have explained the causes of speaking challenges, but they do not pay due attention to overcome this problem. Moreover, the students' background knowledge to foreign language was one of the causes of challenges in speaking English. As it was revealed, previously most students come from poor background knowledge of the English language

and hence have a great problem in practicing speaking activities. Therefore, it causes a great obstacle to attend the lesson.

In line with the mentioned above, during class room observation, the researcher found out that students' lack of sufficient vocabularies forced them to repeat words they have already said and to be stressed of expressing their ideas smoothly when performing. They do not raise their hand when the teachers ask them to make dialogue with their partner. Even they are not ready when their teacher made them to practice dialogue. The-interviewed teacher also reported that their students have not an interest to practice speaking because of different problems. They reported that the challenges in speaking in the classroom is that the anxious of the students in the classroom, shyness, fear of making mistake, not giving attention for speaking purposes. Therefore, they also suggested that the students should avoid such habit and practice speaking skill confidentially.

4.2.3. Analysis Of Learners' Belief About The Speaking Skill

The language learner should have self-concept that used to generate beliefs about language learning and its use. It has its own contribution in case of reducing students' tension and frustration regarding speaking skill. Therefore, this indicates that having negative attitude can cause challenges in speaking.

Table 4.4: Students' responses in relation to belief about the speaking skill

N O	Items	Res pon ses in	Responses					Total	Mea n
			5	4	3	2	1		
1	I am often motivated to get the relevant materials and activities concerning to English speaking skill.	N	4	3	10	10	15	42	
		%	9.52	7.14	23.80	23.80	35.71	100	2.30
2	Lack of sufficient vocabularies restricted me from practicing speaking English	N	9	18	-	15	-	42	
		%	21.42	42.85	-	35.71	-	100	3.5
3	I think having more knowledge of vocabulary helps me to speak English	N	30	3	9	-	-	42	
		%	71.42	7.14	21.42	-	-	100	4.07

Key: N =N₀ of the respondents, % = percentage of the respondents response

5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

From table 4.4, item 1, 3(7.14%) of the students responded agree, 10(23.80%) of them responded disagree, 4 (9.52%) of the students responded strongly agree, 15(35.71%) of them strongly disagree and 10(23.80%) of them responded undecided. This shows that the students are not interested to get additional relevant materials to improve their speaking skill. In addition the mean value of the item is 2.30 that demonstrates disagreement. Therefore this can cause challenges in speaking English. From the interviewed teachers one teacher said that lack of teaching materials restricts the students from developing their speaking ability. Accordingly he replied that as he thinks lack of relevant materials and unfamiliarity of the topic de- motivate the learners not to practice speaking fluently. “As much as possible I try to find the topics and relevant materials that have a relation with their prior back ground knowledge. This arouses their motivation to practice.”

In item 2, of table 4.4 the students were asked if the presence of unknown words causes challenges in speaking English or not. Accordingly, 18(42.85%) of them have reported that they take it as a series problem by saying agree, 9(21.42%) of them have reported by saying disagree, 15(35.42%) of the students have responded strongly agree. From the students report we can infer that these problems highly causes challenges in speaking English. During interview, half of the teachers suggested that lack of sufficient vocabulary is one of the challenges in speaking English. They said that “the lack of sufficient vocabulary and inability of comprehending the new words are a challenging that leads to communication problem.

Item 3 of Table 4.4, asks response for students on the statement that refers to weather they think having abundant knowledge of vocabulary helps to speak fluently. According to the students report 30(71.42%) of them responded agree, 3(7.14%) of them responded disagree and 9(21.42%) of them have responded strongly agree. As can be seen from the responses given on the items, students thought that having the knowledge of many words help them to speak, as they want. However, almost all of them have this capacity. Knowing its necessity is not enough unless they have and use it.

During classroom observation, it was observed that the students have a lack of vocabularies when they try to express themselves. Therefore, the teachers are required to teach vocabularies and language skills by adopting more effective techniques and strategies that could increase students’ vocabulary knowledge. Moreover, students should be aware of the facts that the more words they learn the more fluent they become in speaking, writing, reading and listening. Regarding this, Drakos (2009:5) stated that one of the supplementary activities that should be a must in EFL class is the teaching of vocabulary. Without an adequate list of words, it will be difficult for students to produce the target language of the lesson. So from students’ response, teachers’ interview and class room observation we can conclude that vocabulary plays a great role in case of enhancing speaking skill. Nevertheless, the students should stop such frustration and they have to develop their vocabularies knowledge gradually.

4.2.4 Analysis Of The Impact Of Fear Of Making Mistake

The students do not speak in front of their friends and teachers because of fear of looking foolish, laughing by their friends, negative evaluation from their peers, worrying about their pronunciation, etc. Such factors are also the other causes of difficulties in speaking.

Table 4.5: Students' responses regarding the impact fear of making mistake

NO	Items	Re spo nse s in	Responses					Tot al	Mea n
			5	4	3	2	1		
1	I can speak fluently but I fear the speaking English language in the class room.	N	23	13	2	4	-	42	
		%	54.76	30.95	4.76	9.52	-	100	4.07
2	I practice English speaking skill in English clubs inside the school.	N	-	6	5	26	5	42	
		%	-	14.28	11.90	61.90	11.90	100	2.28
3	I feel anxiety when I learn to speak English language.	N	11	13	-	10	8	42	
		%	26.19	30.95	-	23.80	19.04	100	3.21
4	The interference of my mother tongue or L1 is a negative challenge for me when I try to speak in English.	N	9	12	18	3	-	42	
		%	21.42	28.57	42.85	7.14	-	100	3.64
5	I think I may not be able to express my idea in English.	N	6	18	3	9	6	42	
		%	14.28	42.85	7.14	21.42	14.28	100	3.21

Key: N =No of the respondents, % = percentage of the respondents response

5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

As shown in Table 4.5, item1, students were asked about whether they can speak English in the class or not. 2(4.76%) and 23 (54.76) of the students responded strongly agree and agree respectively, where as 13(30.95%) and 4(9.52%) of them reported disagree and strongly disagree respectively. The mean value

on this item 4.07 also shows the highest point that students' fear. From this it is possible to deduce that fear causes a great problem on speaking fluently. Students cannot speak fluently and they fear speaking in the class. They found it difficult to enjoy themselves when speaking English because of fear of making mistakes. The above statements tell us that even if the students liked improving his or her speaking skill, they do not participate in the speaking activities, because of fear of making mistakes. If students perceive mistakes during English speaking as something terrifying, as something that will definitely make others laugh about them and as if they have been humiliated then definitely they have to change the way they perceive their mistakes.

The interviewed teacher explained that fear of making mistake restrict the students from improving their speaking ability. According to teacher's one suggestion, fear of making mistake has a significant impact on the fluency of learners' speaking. It may be helpful if teachers pay more attention to our students to overcome fear of making mistake while practicing speaking. We should give more time and make the necessary changes in their approaches to enable them to improve their speaking. This is because it directly affects the performance of learners' speaking ability.

In connection to this, Hortwitz et al (1986) noted that students who are oppressive about making mistakes in front of others seem to feel constantly tested and they perceive very correction as a failure. Firstly, students are generally reluctant to speak in the target language especially when they have been called to do so. In addition, Tata (2005, cited in Getachew, K.2013) studied that classroom interaction is influenced by the factors, learners' lack of language skills, as well as in adequate content knowledge avoiding making mistakes, in front of the teacher as well as their friends.

The issue of being afraid to speak in class for fear of making mistakes was of concern for learners. This finding is consistent with that of Liu and Little Wood (1997) who reported that the learners in their surveys get anxious if they raise comments and questions during English class.

As observed by the researcher, many students had no interest while they speak in the class because they afraid that their answers were wrong. In addition to this, when they were ordered to make conversation, debate, and dialogue in the classroom, they showed a complete disobedience and this is due to lack of interest. This finding is similar to another study by Tan veer (2007) who indicate that most of the students were not used to volunteer to speak in class.

According in Table 4.5, item 2, the students were asked whether they participate and practice speaking in English clubs or not. 26 (61.90%) of them have reported by saying disagree, 6(14.28%) of them have reported by saying agree, 5(11.90%) and 5(11.90%) of them have reported by saying undecided and strongly disagree respectively with the mean value 2.28. From this, one can infer that the absence of participating in different clubs influences the students in case of developing their speaking skill, because

speaking lesson requires learners to discuss in pair and groups with their partners.

Similarly, during observation the researcher observed that the students were not actively involved in club to do speaking tasks in groups as well as the whole. Moreover, their English language teacher did not attempt to participate learners' in clubs to develop students speaking skill. This leads to the conclusion that students are unable to use the target language for communication in the classroom.

About the effectiveness of participating in speaking English activities, different scholars suggested their own ideas. For example, Martine (2005) stated that discussing in group gives the students for more chances to speak English in the class room. The students who participate in the lesson much more become active, because they are involved in talking to their friends, exchanging opinions, practicing new structures more than listening to their teachers' talking.

Besides discussing in groups, students are more engaged not only intellectually but emotionally as well. They have to think contribute to the group, evaluate what other groups say, share information, ask friends for clarification and prepare a presentation together. Kennedy (1999) also suggested that working in-group provides the students a media to exchange their thoughts and establish a good communication among the students. This directly increases speaking language opportunities and able to improve the qualities of students' talk. One of the interviewed teachers confirmed the value of participating in English club. Accordingly he replied that the students can improve their speaking skill by practicing with their friends inside and outside the class, by reading other reference book about speaking, by actively participating in English clubs, by giving individual presentation, role-play, pair/group discussion, cooperative learning and follow up their progress continuously.

On table 4.5, item 3, students were asked if they were feel anxiety when they learn to speak English. For example, 13(30.95%) of the students have reported that they agree to the question.11 (26.19%) of them reported strongly agree, 8(19.42%) have reported strongly disagree and 10 (23.80%) reported disagree with the mean value 3.21. This result points out that the students do not participate on speaking because of anxiety.

Moreover, during the observation session the researcher noted that not almost all of the classes participate on speaking skill with their partner. Even though there was a speaking session, the teacher was not encouraged their students to speak freely in the class. And when students were asked to speak, they were shy and not willing to speak. Thus, teachers ought to create conducive atmosphere in the classroom and encourage students with various strategies in order that should practice speaking skill confidentially.

Moreover, teachers' interview indicated that one of challenges in speaking English is anxiety. Because of this the students keep silent and do not participate. Accordingly they replied that the challenges of speaking English in the class room is that the students feel anxiety in the class, shyness, fear of making

mistake, not giving attention for speaking etc.

In connection to this, Hashimoto (2002) found that anxiety exerted a strong influence on perceived competence and negatively affected their willingness to communicate. In other words anxious students feel a deep self-consciousness when asked to risk revealing by speaking the foreign language in the presence of other students which in turn directly affects their knowledge of vocabulary, aural test performance in particular and language performance in general.

In addition, language anxiety displays a negative effect in most cases. Macintyre and Gardner (1991) suggest that anxiety have been proved to negatively affect performance in the second language. Horwitz (1991) found significantly negative affect performance in correlation between anxiety and language achievement after conducting research to verify the reliability and construct validity of the foreign language anxiety scale.

According to item 4, Table 4.5, the students were asked if the interference of their mother tongue makes them get confusion. Then 9 (21.42%) of them responded agree, 12(28.57%) of them have reported disagree, 18(42.85%) of the students responded strongly agree and 3(7.14%) of them responded strongly disagree with the mean value 3.64. This suggests that students tend to speak in their L1 when they discuss about different tasks. That means when they cannot express their ideas in English directly they change into L1. Therefore, the inadequate vocabulary repertoire and weak sentence building skills are the reason for using the mother tongue as I observed.

However, there is no doubt that using lots of first language reduces the amount of exposure to English during the lesson. The students often claimed that and raised that mother tongue influence and lack of confidence was the problem that affected the practice of speaking skill. During group work and discussion, students used mostly their first language instead of English, of course this problem probably exist in every class. Whatever, the target of this study was to investigate how far this problem is serious especially in teaching and learning speaking skill. The interviewed teacher suggested that the interference of mother tongue causes difficulties in speaking. According to his understanding the causes of challenges in speaking English is the interference of mother tongue. He said that a lot of effort has been done to teach or learn English in the school .However, not much attention is given to enhance the speaking skill in the classroom. Because of this, the learners are not able to develop this skill and hence lack confidence while speaking English.

Under table 4.5, item5 students were asked if they were not being able to express their idea in English or not. The result indicated that, 18(42.85%) of them agreed that they could not express their idea by using English language, 9(21.42%) of them responded disagree, and 6(14.28%) of them responded strongly agree and strongly disagree. The rest 3 students (7.14%) of them responded undecided. The mean value

found is 3.21. This result shows that English language teachers do not encourage their students to express their idea clearly. This may cause students to be passive participants in the speaking classroom. Beliefs and attitudes of teachers towards language teaching and learning is one of the problems that affect students' English speaking skill. In relation with this, students were asked to report about their teachers' beliefs on language teaching in the following ways.

In relation to this, (Lindsay and Knight, 2006, cited in Samira, A.2014) stated that we speak for many reason-to be sociable, because we want something for someone else, to respond to some ones else, to express our feelings or opinion about something, to exchange information, to refer to an action in the past, present or future the possibility of something happening and so on.

However, human communication is a complex process, people need communication when they want to say something, transmit information or need to speak, and Speakers use communication when they want to express or inform someone about something. They use language according to their purpose and it is necessary for there to be a listener and speaker for effective communication (Harmer, J. 2007:46).

As the researcher observed the class, the students could not express themselves in English; rather traditional roles were frequently exercised in the classroom. Teacher-centered activities were dominating the classroom. The teaching of English grammar was the dominant lesson typed witnessed in the classroom. Instead of practicing the speaking, they were regarded as individual who come to the classrooms to receive knowledge from the teachers and textbook, unquestionably it causes challenges regarding practicing speaking skill.

4.2.5 Teachers' Beliefs About Language Teaching

Table 4.6: Analysis of students' responses on teachers' beliefs about language teaching

N O	Items	Res pon ses in	Responses					Tota l	Mea n
			5	4	3	2	1		
1	Our English teachers give us opportunities to speak in the class room.	N	-	16	-	5	21	42	
		%	-	38.09	-	11.90	50	100	2.26
2	The teachers teaching style influence my motivation towards the speaking lesson.	N	11	15	6	12	-	42	
		%	26.19	35.71	14.28	28.57	-	100	3.73

Key: N =N₀ of the respondents, % = percentage of the respondents response

5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

According to item 1 from table 4.6, the students were asked whether their teacher give them opportunities

to speak during the lesson or not. From the respondents 16 students (38.09%) reported by saying agree, 5 (11.90%) of them responded disagree, 21 (50%) of them have reported by saying strongly disagree. The mean value 2.26 also shows the inclination to the disagreement. From their opinion one can understand that their teachers do not give a chance to speak with their partner in the class. This shows that English language teachers do not encourage their students to take part in the speaking activity during English speaking class. This may cause students to be passive participants during the speaking class. Here, the teacher focused mainly to cover the lesson in the given period rather than to pay attention for the fruitfulness of the learners speaking skill. On this issue the interviewed teachers said that they encourage the students to be active in speaking English by overcoming their anxiety. I tell them to speak freely whether they know or not. And also they mention that they advise them to use their mother tongue especially when they face difficulties while interacting in the class room and it helps them to express themselves more.

The data collected through observation showed that teachers focus on teaching grammar points and vocabulary items rather than teaching speaking. Even when there is an opportunity to involve students in speaking, teachers miss it and move on doing other tasks. This shows that the effective practice of teaching speaking tasks in the class room is seldom carried out to students' speaking ability maybe because of different challenges.

Concerning to this, Macintyre and Charos (1996) argue that if foreign language learners get the opportunity for constant interaction in the target language, they should less likely to increase their perceived competence, willingness to communicate and frequency of communication.

According to table 4.6, item 2, the students gave their opinion on the question whether the teachers teaching style may cause challenge towards the speaking lesson. Then 15 students (35.71%) of the students have agreed, 12 (28.57%) of them have disagreed, 11 (26.19%) of them have strongly agreed and 6 (14.28%) of them responded strongly undecided. The mean value which is 3.73 nearly means students' response shows that their teachers teaching system doesn't comfort them. This suggests that the teachers were not using different types of teaching methods like dialogue, group discussion, presentation and etc to enhance the students' speaking skill.

Besides, students' opinion classroom observation was carried out in order to examine the style of teachers' teaching speaking skill. They were not also seen using supplementary materials throughout the observation sessions. Moreover, as the classroom observation showed that all teachers were observed presenting the lesson through explanation and they were not observed creating opportunities for students to apply their prior or previous knowledge and experiences by asking questions during the

introduction time. Thus, the students did not get chances to discuss and to develop their speaking skill. This might be the case for the students' disinterest and less attention in their speaking activities.

In contrast using various interesting and challenging activities in their learning may initiate them to focus and get engaged in class. This helps the students to be active in speaking that, variety of interaction modes should be used in the students, for their ongoing engagement and readiness for learning.

4.2.6 The Impact Of Textbook Design On Speaking Skill

Table 4.7: Analysis of students' responses regarding the impact of textbook design

No	Items	Res pon ses in	Responses					Tota l	Mea n
			5	4	3	2	1		
1	The textbook contains sufficient lessons concerning speaking skill.	N	6	6	6	18	6	42	
		%	14.28	14.28	14.28	42.85	14.28	100	2.71
2	The speaking lessons provided in the textbook enhances me to improve my speaking skill.	N	7	5	4	12	14	42	
		%	16.66	11.90	9.52	28.57	33.33	100	2.5
3	Being I am the beginner in secondary school, the way in which the textbook designed matches my level.	N	-	5	5	16	16	42	
		%	-	11.90	11.90	38.09	38.09	100	1.97
4	The topics provided in the textbook for the purpose of teaching speaking skill were familiar to my background knowledge.	N	-	1	3	18	20	42	
		%	-	2.38	7.14	42.85	47.61	100	1.40

Key: N =No of the respondents, % = percentage of the respondents response

5=Strongly Agree 4=Agree 3=Undecided 2=Disagree 1=Strongly Disagree

According to table 4.7, item 1 the students have asked whether suitable textbook for the speaking lesson. Following this 6(14.28%) of the students have responded strongly agreed, agreed, undecided and strongly disagreed respectively that they don't have sufficient exercise that help them to practice speaking. 18 (42.85%) have responded disagreed that they have no sufficient exercise that help them. The item's mean value 2.71 also indicates this result which is almost near to disagreement. On the bases of the responses of the students, it is possible to deduce, the textbooks in use doesn't enhance their speaking

skill. On the contrary from the class room observation, almost of the contents of the speaking lessons are selected based on the needs and interests of the learners, but the majority of the speaking activities lack variety to attract the students to practice the speaking skill. According to the interviewed teachers, besides the grade level textbook it is advisable to use other reference books to develop speaking skill. Concerning this they replied that they think not using other reference book challenges in developing speaking skill. The teacher must prepare different teaching methods and materials to incorporate various supplementary materials along with the materials prescribed by the governing education bodies.

In relation to this, Biemer (1992:25) stated that the teacher must realize that the textbook is not the only tool in the class room. It is a tool to be used. It may be the major tool, but other supportive materials that help students should be used in addition to textbook.

Based on table 4.7, item 2, the students have asked if the speaking lessons provided in the textbook enhances them to improve their speaking skill. Then 5 (11.90%) of the students replied agree, however, 12(28.57%) and 14(33.33%) of them replied disagree strongly disagree. But 7(16.66%) of them replied strongly agree and 4(9.52%) undecided. Their mean value 2.5 inclines between disagreement and unable to decide. This implies that the learners cannot be motivated and practice speaking activities without adequate teaching materials.

From the above implication the students do not think about the relevance of supplementary materials on speaking skill. They do not focus on the books for speaking skill. The interviewed teachers also explained that using different kinds of teaching materials and techniques enhance the development of speaking skill. However, they believe the provision of alternative teaching materials, they didn't try to fill the gap during the classroom observation.

In connection to this, Sheldon (1988) indicated that supplementary materials can be considered as the most important aspect of the design in EFL textbook. This shows that appropriate illustrations reveals its importance in speaking lessons and should be related to the current subject matter to motivate the learners towards the lesson.

In table 4.7, item 3 the students were asked if the way in which the textbook was designed matches their level being they are beginners in secondary school. Accordingly, 5(11.90 %) of the students have responded agree and undecided respectively as well as 16(38.09%) of them responded disagree and strongly disagree. The item's mean value 1.97 also tends to disagreement. This shows that the students do not the potential to challenge the mismatch of the textbook with their level of speaking skill. This can leads them to loose motivation.

Regarding this, Gibbs, (1992) explained that the course materials and the opportunities for students to

interact with the material can motivate/de-motivate students to learn .Students feel excluded from the course as a result of which their motivation to learn suffers (Dillts et al, 1990, as cited in Amanuel,A.2015).If the course materials too much difficult work load, difficult vocabulary, difficult tasks, vague instructions, irrelevant example, etc. it can have an impact on students learning the course. Students“ motivation can diminish study becomes difficult. Information has to be presented in a manageable and bit sizes. Again from this one can understand that using different teaching materials can facilitate the difficulties of speaking skill.

In table 4.7, item 4, the students were asked if the topics provided in the textbook for the purpose of teaching speaking skill were familiar to their background knowledge or not. Accordingly the students,1 (2.38%) has responded , 3 (7.14%) reported undecided , and 18 (42.85%) 20 (47.61%) of them reported disagree and strongly disagree. The mean value found is 1.40 which tends to strongly disagreement. From this point, we can infer that almost many topics were out of their background knowledge that can hinder them to express their idea as they like. Therefore from this we can infer unfamiliar topics are not necessary to enhance speaking. For this case English language teachers are expected to prepare relative topics for the lesson for the fruitfulness of the learners.

4.2.7 The Impact Of Teaching Methodology On Students’ Speaking

The teacher should use learner-centered method to develop students speaking ability. Because the teacher-centered approach does not invite the students to interact with each other with their teachers become all knower while learners are considered as passive receivers.

Table 4.8: Analysis of students’ responses regarding the impact of teaching methodology

NO	Items	Res pon ses in	Responses					Tota l	Mean
			5	4	3	2	1		
1	The unfamiliarity of the topic under discussion discourages me to participate in speaking during speaking lesson.	N	6	27	-	9	-	42	3.71
		%	14.28	64.28	-	21.42	-	100	
2	The teachers use debatable	N	6	3	3	21	9	42	

	topic to encourage discussion inside the class.	%	14.28	7.14	7.14	50	21.42	100	2.42
3	The teachers give us speaking rules and expressions to enable us to speak more.	N	6	-	6	21	9	42	
		%	14.28	-	14.28	50	21.42	100	2.35
4	My English teacher intentionally encourages me to participate in speaking lesson.	N	-	8	4	21	9	42	
		%	-	19.04	9.52	50	21.42	100	2.26

Key: =No of the respondents, % = percentage of the respondents response

5=Strongly Agree 4=Agree 3=Undecided 2= Disagree 1= strongly disagree

Table 4.8, item 1 is about whether the unfamiliarity of the topic or the content influence their speaking in the class room or not. Accordingly, 27 (64.28%) of them responded agree, 9(21.42%) of the students have reported disagree, and 6(14.28%) of the students have responded strongly agree. The mean value found is 3.71 which high point. Hence this result suggests that the unfamiliarity of the topic restricts the students from participating speaking in English. In other words, they do not initiate to speak due to lack of concept about the new topic. The prior knowledge is important to say something about an issue under the discussion. (Hamouda, 2012).

On table 4.8, item 2, the students were asked if their teacher provides them debatable topics to encourage discussion in the class or not. Then 21(50%) of them responded disagree,9(21.42%) of them responded strongly disagree, 6(14.28%) of them responded strongly agree. The rest 3(7, 14%) of them responded strongly disagree and undecided . The mean value of the item 2.42 also confirms that the teachers were not provided them the topic which encourage debate. This means that the students did not debate properly and they could not try to develop their speaking skill. Therefore, debating was not taught because it seemed to be time taking activity and need much more time to be prepared. Moreover, the class size doesn't not allow both the teachers and the students to perform debates including all the studies easily.

According to table 4.8, item 3, the students were asked if their teacher gives them a speaking rules or not.

Accordingly 21(50%) and 9(14.28%) of the students reported that by disagreeing and strongly disagreeing that their teachers do not give them a clear rule and expression to develop their speaking ability. On the other hand 6(14.28%) of them responded strongly agree and undecided which is so low frequency. The mean value of the item which is 2.35 can witness the fact that teachers do not give them guiding rule.. From this one can infer that there was no doubt that students were not getting consecutive encouragement to develop their speaking abilities or not by getting different rules and expressions.

According to item 4 of table 4.8, the students were asked if their teacher intentionally encourages them to participate on speaking lesson or not. In relation to this 21(50%) of the students reported that their teacher did not encourage them to participate on speaking, 21 (50%) and 9(21.42%) of the students disagreed and strongly disagreed with the idea. Only 8(19.04%) agreed and 4(9.52%) students reported undecided. The mean value of the item 2.26 which is the low score also indicate and support the students' opinion on the issue. From this, one can understand that teachers were not intentionally enforcing the students to participate during the speaking lesson. But professionally they are expected to do on students participation. They are responsible for equipping the students for effective interaction.

As the researcher observed the learners played a passive role because of lack of encouragement. Moreover, this causes challenges to the learners not to practice the target language. Thus, their domination was dominated and highly controlled by the teachers, when they were involved for practicing speaking, they wanted to use their mother tongue, and classroom activities were rather dominated by the description of isolated grammatical structures.

The interviewed teachers suggested different ideas from students' questionnaires results and classroom observation. They suggested that they encourage their students to practice speaking skill. Accordingly they responded that they make the students to use different ways to develop their speaking stability. For example, I tell them to practice the language outside the classroom. In addition, they have seen some students making the wall-prepared and when I ask how, they told me that they practice it at home. Although the teachers said that they guide and help their students while the students are practicing speaking skill, the focuses of most teachers were on grammar rather than speaking skill. This suggested that much emphasis should be given to classroom interaction to develop students speaking skill.

In relation to this, Cadzen (2001), it was quoted in Mohr (2007) that success for students in culturally diverse classrooms depends on the degree to which there strategies that encourage all students to talk and work together. This implies that teachers' motivation and encouragement to get involved in the classroom

discussion plays essential role in promoting their speaking skill.

Although the teachers said that they guide and help their students while the students are practicing speaking skill, the focuses of most teachers were on grammar rather than speaking skill. This suggested that much emphasis should be given to classroom interaction to develop students speaking skill.

In order to be proficient and productive students, EFL learners need many opportunities to interact in social and academic situation (Cadzen, 2001).For this reason much emphasis must be given to class room interaction where students develop their speaking skill.

Chapter Five

Summary, Conclusions, Recommendations

In this chapter the summary, the conclusion and the recommendations of the study was included. The summary of the study discusses what the study is all about, the methods used the nature of the participants, data collection instruments and the methods of data analysis, the conclusion discusses the main points of the results of the study, and the recommendations explain how to solve the challenges of learning and teaching speaking English in the class room.

5.1 Summary

As it has been mentioned the main objective of this study is to assess challenges to teaching and learning speaking skill in grade 9 EFL classrooms of Gore Secondary School. The study has three specific objectives. Firstly, to identify students' related factors that challenges to teaching and learning speaking. Secondly, to assess teachers theoretical orientation and practical application of teaching speaking. Thirdly, to assess what teachers and students do to deal with the challenges to teaching and learning speaking.

To this end, a methodology of conducting the study was designed in which different instruments were employed. In order to meet the research questions and to achieve the intended research objectives by gathering valid, relevant and reliable information from the selected sample of the target population, questionnaires, interview, and classroom observation were used as the instrument of data collection. Furthermore, the teachers were interviewed to obtain pertinent data. In addition, the classroom observation was made to triangulate the data gathered. The collected data were analyzed, interpreted, and discussed in an integrated manner in both quantitatively and qualitatively.

The possible sources of the data were grade 9 students and English language teachers of Gore secondary school. Among the population of 280 students, 42 of them were selected by using simple random sampling techniques to give their opinion through structured questionnaire and 6 teachers were interviewed.

As the result of the questionnaire responses indicated there are several causes of challenges in teaching and learning speaking skill. Thus are the existence of the problems related to the students, such as poor back ground of speaking experience, fear of making mistake, anxiety, problems of motivation, problem of self-esteem, lack of confidence ,shyness, lack of basic language skill, problems of listening,

having limited vocabularies, interference of mother tongue etc. The finding also revealed that problems related to teachers like, teachers' beliefs about language teaching and learning, giving negative feedback to the students, teachers' teaching methodology like using teacher-centered approach. In addition the teacher interview indicated that even though the teachers encouraged their students to practice speaking skill, the students are not volunteer to participate actively. Additionally teachers usually use lecture method instead of using student-centered approach, and thus the learners couldn't get the chance to practice speaking to improve the skill. The teachers teaching methodology also does not encourage the teaching and learning process of speaking skill. Moreover, the teachers and students did not play their proper role in order to solve the challenges in teaching and learning process of speaking skill.

5.2 Conclusions

Based on what has been found out as a result of the research study and the summary stated above, the following conclusions were drawn.

- ❖ The absence of self-confidence to speak freely in the class which comes from being afraid of making mistakes and criticism of friends, the students emphasis to learn grammar and vocabulary than speaking, poor speaking back ground of students which comes from prior educational back ground or from the students themselves, students frequent use of mother tongue language during speaking English classes, lack of adequate vocabulary that help students to express their ideas or opinion without any difficulties, less effort of students to practice speaking in and outside of the class are some of the problems related to students' speaking skill
- ❖ Teachers more emphasis on grammar and vocabulary items, failure of teachers to provide students with appropriate speaking activities, only teachers explanation and lecture of a given linguistic code nothing to do with improving students' English speaking skill, and teachers failure to modify their method of teaching has been found that the teachers' related factors challenge in speaking English.

Lack of effective strategies which language teachers expected to use for creating the habit of communication in English language classroom and the lack of students' using varieties of strategies to develop their speaking proficiency and fail to be autonomous made them passive and grammar oriented learner.

- ❖ The absence of tests and exams to assess students' speaking skill had impacted them to ignore practicing communication through speaking.

The lack of supplementary teaching materials, teaching strategies, are the challenges that categorized under speaking problems.

- ❖ Although teachers realized that how important teaching speaking skill for students, the majority of them do not apply it in the actual language classroom.
- ❖ The classroom teachers were not practicing teaching speaking skills and thus it can be generalized that speaking skill is under comma.

5.3 Recommendations

Based on the research findings of this study the following recommendations were made:

- To enable the students to speak English with confidence, and avoid stage fright, fear of making mistakes and criticism of the class mates, it would be better to provide a whole class discussion or warm up talks related to the topic they are going to discuss ahead of pair and group work in order to help the students receive information from others.
- Familiar topic that concern students' daily activities should be included because it makes the learners to participate speaking about what they know.
- The teacher should give awareness about the importance of speaking and encourage students to take responsibility of their learning and to reflect on what they have learned and accomplished so that students will be overcome the challenges of speaking skill.
- Efforts should be made to give learners at lower levels in sufficient exposure to practice English in meaning full context in general and pair or group discussion in particular to build good back ground for the higher level.
- To solve the problem of speaking skill, teachers need to use effective teaching methods that help the students to practice different strategies of learning and developing the speaking skill.
- In order to improve students speaking skill in the classroom, varieties of activities should be in corporate in the speaking lesson of the textbook.
- In order to allow all the students to interact to practice properly and develop their speaking skill,

teachers should be able to encourage the students to practice with friends and classmates in their own time and strengthen their own confidence.

- To allow learners to have interest of learning the target language and develop their speaking skill and confidence during learning of language, teachers need to promote learners of English language.
- The teachers should promote social co-operation in the classroom and outside the class. In addition, the teachers are expected to inform students about the international roles of English language and profits they get from it in their life to manage the language appropriately.

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Appendixes

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Appendix A: Structured questionnaires for the students

Dear students, this questionnaire is intended to collect data on the research title "**The Challenges of Learning and Teaching Speaking Skills in English Classroom: the case of grade 9 in Gore secondary school.**" You are among those who have been chosen to participate in the study. You need not write your name or any other identification. The information given by you will be used only for a research purpose. Thus, for the success of this research you are kindly requested to give very honest and sincere information. I thank you in advance!

INSTRUCTION: put a tick mark \surd on one of the responses numbered 1-5 in the columns.

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

NO	Item	Responses				
		Strongly	Agree	Undecided	Disagree	Strongly disagree
1	I think that English-speaking lesson will not be useful in my future career as other language skills.					
2	I like to attend English lesson especially during speaking skill.					
3	Learning speaking skill plays a great role for the development of English language.					
4	I do not feel satisfaction when I am learning speaking skill in the classroom.					
5	I think my teachers and my classmates criticize my speaking style.					
6	I am often unable to focus on the given contents when practicing speaking skill.					

7	I do not practice other relevant materials rather than grade 9 English text books.					
8	Since, speaking is not included in test and final exam I do not want to practice it.					
9	I am not encouraged when I learn speaking lesson because speaking is a difficult skill.					
10	I am often unmotivated by getting the relevant materials and activities concerning to English speaking skill.					
11	Difficulties of vocabularies restricted me from practicing speaking English lesson.					
12	Our English teachers do not give us opportunities to speak in the class room.					
13	The teachers teaching style influence my motivation towards the speaking lesson.					
14	I can speak English language fluently but I fear to speak in class.					
15	I think having more knowledge of vocabulary helps to speak English fluently.					
16	I practice English speaking skill in English clubs inside the school.					
17	I think I may not express my idea in English.					
18	Our English teachers give us opportunities to speak in the classroom.					

19	I think I may not be able to express my idea in English.					
2.Challenges in relation to the learning materials and tasks in the textbook						
20	The textbook contains sufficient lessons concerning speaking skill.					
21	The speaking lessons provided in the textbook enhances me to improve my speaking skill.					
22	Being I am the beginner in secondary school the way in which the textbook designed matches my level.					
23	The topics provided in the textbook for the purpose of teaching speaking skill were familiar to my background knowledge.					
3.The causes of difficulties in speaking English in relation to teaching methodology						
24	The familiarity of the topic under discussion discourages me to participate during the lesson.					
25	The teachers use debatable topic to encourage discussions inside the class.					
26	The teachers give us speaking rules and expressions to enable us to speak more.					
27	I do not participate on speaking because my English teacher does not encourage me.					

Yuuniversiitii Jimmaatti

Kollejjii saayinsii Hawaasummaa fi Namuummaa Muumnee

Afaan Ingilizii fi Hog-Barruu

Dabalee B : Bar-gaaffii barattootaa(Gaafannoo A/Ingilizii irraa kan jijjiirame)

Barataa kabajama,bar-gaaffiin kun mataduree qorannoo,'**Rakkoowwan Barachuu fi Barsiisuu Dandeettii Dubbachuu Afaan Ingilizii Daree Barnootaa Keessatti: Barattoota Kutaa 9ffaa M/B Goree Sad.2ffaa Irratti Xiyyeeffate**' jedhu irratti ragaalee funaanuuf qophaa'eedha.Kanaafuu barattoota ragaaleen qorannoo kun akka sassaabamuuf filataman keessaa ati nama tokkoo dha.

Maqaa fi ragaale dhuunfaa keetii kamiiniyyuu barreessuun hin barbaachisu.Ragaan asi irratti funaanamu kun kaayyoo qorannichaa qofaaf kan ooluu dha.Kanaafuu galma ga'uu qorannichaatiif jecha amanamummaadhaan yaada kee akka kennituuf kabajaan gaaffiin kun siif dhihaateera.GALATOOMI !

QAJEELFAMA: Yaada kee ibsuuf mallattoo(√) kana guca fuuldura gaaffii keessaa kaa'i.

**Hiiktuu: 5= cimseen itti walii gala 4= ittin walii gala 3=hin murteessine
2= itti walii hin galu 1=cimsee itti walii hin galu**

Lk.	Gosa gaaffii	Deebiiwwan				
		5=cimseen ittiin walii gala	4=ittin walii gala	3=hin murteessine	2= itti walii hin galu	1= cimsee itti walii hin galu
1	Akkan yaadutti barannoon Ingilifaan dubbachuu hojii koo gara fuulduraa keessatti akkuma qooqa gara biroo nafayyada.					
2	Barannoo Ingiliffaa, keessumattuu yeroo barannoo dandeettii ittiin dubbachuu hordofuu nanjaaladha.					
3	Dandeettii dubbii Igiliffaa barachuun koo guddina A/Ingilizii tiin dubbachuuf ga,ee guddaa taphata.					
4	Yemmuun daree keessatti dandeettii dubbii Afan Ingilizii baradhu miira itti qufiinsaatu natti dhga,ama.					
5	Barsiisonni fi hiriyootti koo haala dubbii kootii ni qeequ jedheen yaada.					

6	Yeroo bay,ee qabiyyee shaakala dandeettii dubbii irratti nanxiyyeeffada.					
7	Kitaabaa barataa kutaa 9ffaa malee maateeriyaalii dabalataa gara biro hin shaakalu.					
8	Dubbachuun battaleewwanii fi qorumsa semisteera keessa hang hin jirretti shaakaluu hin barbaadu.					
9	Dandeettiin dubbachuu ulfaataa waan ta'eef ani barannoo dubbii irratti kaka'umsa hin qabu.					
10	Ani yeroo baay'ee waan dandeettii dubbii irratti hirmaannaa fi maateeriyaalii dabalataa ta'e barbaaddachuu irratti kaka'umsa hin qabu.					
11	Baayyina hiika jechootaa ga'aa ta'e dhauun koo dandeettii dubbachuu shaakaluuf nadaangessa.					
12	Barsiisaan Ingiliffaa keenya carraa daree keessatti shaakaluu nuuf hin kennan.					
13	Haalli baruu-barsiisuu b/saa kaka'umsa barannoo dandeettii dubbachuu kootii irratti dhiibbaa natti uuma.					
14	Ingiliffa sirriitti dubbachuu nan danda'a,garuu daree keessatti dubbachuu nan sodaadha.					
15	Dandeettii hiika jechoota qabaachuun sirriitti haasa,uuf nigargaara jedheen yaada.					
16	Dandeettii dubbachuu Ingiliffaa gumiiwwan mooraa M/barumsaa keessatti nan shaakala.					
17	Yemmuun Ingiliffa baradhu cinqamuutu natti dhaga,ama.					
18	Yemmuun Ingiliffaan dubbadhu giddu galuun afaan dhalootaa dhiibbaa faallaa narratti qaba.					
19	Yaada koo Ingiliffaan ibsachuu hin danda,u.					

2. Diibbaa meeshaalee barnootaa fi kiaabilee barataatiin wal qabatu.						
20	Dalagaan kitaabilee barataa keessaa dandeettii dubbachuu koo fooyyessuuf nagargaaraniiru.					
21	Dandeettii dubbachuu shaakaluuf meeshaalee ga,aatu jira.					
22	Dandeettii dubbachuu koo gabbiffachuuf kitaabilee gargaartuu dabalataan nan dubbisa.					
23	B/sonni koo gara biroo yemmuu barnoota isaanii barsiisan Ingiliffatti ni fayyadamu.					
3. Mala baruu-barsiisuu keessatti sababiiwwan rakkoowwan dandeettii dubbachuutiin walqabatu.						
24	Daree keessatti mataduree dandeettiin dubbii irratti kennamu kanin hin beekne yoo ta'e irratti hin hirmaadhu.					
25	Barsiisonni daree keessatti mataduree falmisiisaa mareef barataa kakaasuu fidanii itti ni fayyadamu.					
26	Barsiisonni qajeeltowwanii fi ibsa dubbii caalaatti dubbachuuf nudandeesisan nuuf ni kennu.					
27	Ani dubbachuu irratti hin hirmaadhu, sababni isaa barsiisaan koo nahin jajjabeessu.					

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Appendix C: Interview questions for the teachers

Good morning/good after noon my name is Girma Kebede I come from Jimma University in the department of English language and literature, to conduct a research on the title of investigating the causes of challenges in speaking English in EFL class room at Gore secondary School grade 9 in focus. Be sure that the information gathered will be for the research purpose. Hence, you are kindly requested to provide the necessary information which is very help full to the quality of the research.

1. How do you encourage being active in learning English?
2. Do students feel happy in learning speaking classes?
Yes: _____ No: _____ Why? _____
3. What causes challenges in speaking English language?
4. To develop students speaking skill what teaching methods do you use?
5. Do you enjoy teaching speaking lesson? If not why?
6. Have you ever tried to identify the causes of speaking challenges in speaking English skill?
7. How can they improve their speaking abilities in English in the class room?
8. Are the students actively involved during the speaking lesson?
9. Do you give positive feedback to encourage the students to practice more?
10. Do you think that speaking skill has its own contribution in developing language ability?
11. Do the students feel angry and discomfort when they practice speaking?
12. Do you think that lack of relevant materials and unfamiliarity of the topics cause challenges in practicing speaking skill.

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Appendix D: Class room Observation Check list

Name of the school: _____

Subject: _____

Number of students in the class: _____

Observer: _____

1. Observing the teacher
2. Observing learners

No	Teachers teaching behavior	Yes	No
1	The teachers arrange the students to discuss together.		
2	Teachers use different teaching methods to arise the participation of the students in speaking.		
3	Teachers use appropriate strategies to solve the students speaking problem.		
4	The teachers motivate the students to speak in the class room.		
5	The teachers give more time to the students to practice speaking activities in the class room.		
6	The teachers follow the three stages of teaching speaking skill.		
7	The teacher asks brain storming questions to manipulate their back ground knowledge.		
	The students learning behavior		
8	Most students have confidence to learn the speaking skill in the class room.		
9	Shortages of vocabulary make the students to lose their interest to learn the speaking skill in the class room.		
10	Most students participate in the speaking lesson.		
11	Most students use supplementary reading materials to develop their speaking skill.		
12	Most students are involved in English club to develop their speaking skill.		
13	Most students express their idea in English.		

