



ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW DEPARTMENT OF ENGLISH
POST GRADUATE PROGRAM (MA) IN TEFL

AN INVESTIGATION OF IMPLEMENTATION OF SPEAKING STRATEGIES IN ENGLISH
CLASS ROOM: GORE SECONDARY SCHOOL IN FOCUS

SEPTEMBER ,2017

ADAMA, ETHIOPIA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POST GRADUATE PROGRAM (MA) IN TEFL

**AN INVESTIGATION OF THE IMPLEMENTATION OF SPEAKING STRATEGIES IN
ENGLISH CLASS ROOM: GORE SECONDARY SCHOOL IN FOCUS**

**A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN TEFL**

BY: TESHOME HABTEMARIAM

ADVISOR: Mr. ABDI HUSSEN

SEPTEMBER, 2017

ADAMA, ETHIOPIA

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

AN INVESTIGATION OF THE IMPLEMENTATION OF SPEAKING STRATEGIES IN
ENGLISH CLASS ROOM: GORE SECONDARY SCHOOL IN FOCUS

BY

TESHOME HABTEMARIAM KITTE

APPROVAL OF THE EXAMINATION BOARD

NAME

Abdi Hussen

SIGNATURE



DATE

01/10/2017

ADVISOR

Mengistu Dinato



01/10/2017

EXTERNAL EXAMINER

Abebe Gemechu



01/10/2017

INTERNAL EXAMINER

Declaration

I declare that, this thesis is my original work and has not been presented for any degree in any other university, and that all sources of material used for the thesis have been properly acknowledged.

Name: Teshome Habtemariam Kitte

Signature _____

Date _____

ACKNOWLEDGEMENTS

First, I would like to express my gratitude and appreciation to my advisor, Mr. Abdi Hussen, for his constructive comments, genuine advice, and dedicated guidance throughout the research work. Without his professional guidance, timely feedback and logical comments and idea, the completion of this research work would not have been possible. I am also grateful to Ato Ermiyas Bashaw, the principal Gore secondary school for his willingness and co-operation as well as for his provision of valuable materials for the study. In addition, Adama Science and Technology University, School of Humanities and Law Library workers played a great role in providing the researcher necessary reference materials during his study.

My special gratitude also goes to Ato Getaneh Nigatu and Amanuel Tsegaye who gave the researcher most of reference materials and the issue under investigation important ideas. Particularly, Ato Genti Nado, Honga secondary school English teacher who assisted the researcher in recording and taking camera in the process of data collection from interviewees of the study.

Finally, I am very much grateful to Gore secondary school grade 9 students and English teachers for their unreserved participation the research.

TABLE CONTENTS

Contents	Page
ACKNOWLEDGEMENTS.....	iii
TABLE CONTENTS.....	iv
LIST OF TABLES.....	vii
ABSTRACT.....	viii
CHAPTER ONE	1
1.1 Back ground of the Study.....	1
1.2 Statement of the Problem	2
1.3 Research Questions	5
1.4 Objective of the Study.....	5
1.4 .1 General Objective of the study	5
1.4.2 Specific Objectives of the Study.....	5
1.5 Significance of the Study.....	6
1.6 Scope of the Study	6
1.7. Limitation of the Study.....	6
CHAPTER TWO	7
2. Review of Related Literature	7
2.1 Language learning strategies	7
2.2 Strategies of Teaching Speaking	10
2.3 The Concept of Speaking Skills.....	11
2.4 The Importance of Speaking Skills	11
2.5 Factors affecting speaking performance of Students	12
2.5.1 Listening Ability of Students	13
2.5.2 Topical knowledge of Students.....	13
2.5.3 Students Lack of self confidence in Speaking	14

2.5.4 Students Fear to Making Errors in speaking	14
2.5.5 Students Lack of Continuous Practice in Speaking	14
2.6 Teacher's Roles in Teaching Speaking Strategies.....	15
2.7 Learner Role in Learning Speaking Skills	16
2.8 Speaking Skills Activities	17
CHAPTER THREE	19
4. Research Design and Methodology	19
3.1. Research Design	19
3.2 Sampling Procedure	20
3.3. Participants of the Study.....	20
3.3.1 Students	21
3.3.2 Teachers.....	21
3.4. Data Collection Instruments	21
3.4.1 Tape and Video Recordings.....	21
3.4.2 Students' Questionnaire	21
3.4.3 Teachers interview	22
3.4.4 Classroom Observation	23
3.5 Data Collection Procedures.....	24
3.6 Data Analysis Methods	24
3.6.1 Quantitative Data Analysis.....	24
3.6.2 Qualitative Data Analysis	25
3.7 Pilot study	25
CHAPTER FOUR	26
4. Data Analysis and Interpretation	26
4. 1 Analysis of Students Questionnaire	26
4.2. Analysis of Teachers' Interviews	38

4.3 Analysis of Classroom Observations	42
4.4 Triangulation of Data	49
CHAPTER FIVE	52
5. CONCLUSIONS AND RECOMMENDATIONS	52
5.1 Conclusions	52
5.2. Recommendations	53
References	55
Appendices.....	60
Appendix A.....	60
Appendix B.....	66
Appendix C.....	67
Appendix D.....	70
Appendix E	77

LIST OF TABLES

	Page
Table 1: Teacher's role in implementing speaking strategies in the classroom.....	27
Table 2: Strategies Used by Teacher to Teach Speaking.....	29
Table 3: Speaking Activities used to develop Speaking.....	32
Table 4: Student's Role in learning speaking.....	36
Table 5: Checklist to identify Teacher's role in implementing speaking in classroom.	42
Table 6: Checklist for identifying strategies used by teachers.....	44
Table 7: Checklist for Identifying Activities Used for Speaking Skills.....	46
Table 8: Checklist to Identify Student's Role in Using Speaking Strategies.....	48

ABSTRACT

The main objective of the study was to investigate the Implementation of Speaking Strategies in English Classroom. The research mainly focused on the role of teachers in teaching speaking skill in the classroom, strategies used by the teachers to implement speaking skills, speaking activities that are used in the classroom and the students' role in making use of strategies in the classroom for speaking skills. To this end, the study employed both quantitative and qualitative data gathering tools. The participant of the study were 450 grade 9 students and 4 English teachers from Gore secondary school. In order to collect relevant data, the study utilized three types of data collection instruments namely: questionnaire, interview and classroom observations. The questionnaire was the main data-gathering tool. While the interview and the classroom observations used to supplement and triangulate the data obtained through the questionnaire. To analyze the quantitative data, frequency and percentage have been used, whereas the qualitative data were analyzed using narration. The findings of the study revealed that the teachers are not aware of speaking strategies to teach speaking skills. Moreover, the teachers do not encourage their students to practice speaking. Furthermore, the activities for teaching speaking skill proved not suitable for speaking. Finally, recommendations were forwarded based on the major findings of the study in order to implement speaking strategies.

CHAPTER ONE

1.1 Back ground of the Study

Speaking in English language requires sufficient grammatical competence for meaningful communication to take place. This means that the speaker have a good language skill in order to convey his or her message correctly and clearly. The main goal of teaching speaking skills is to promote effective communication. Learners should be able to speak and make themselves effective communicator. Bygate (1987, p. 3) mentions, “One of the basic problems in foreign language teaching is to prepare learners to be able to use the language”. Teaching speaking is to teach English language learners to produce the English speech sounds, sound patterns, word patterns and rhythms of the target language, select appropriate expressions in the right social contexts (Nunan, 2003). The student should be able to make themselves understood by others using their speaking proficiency. It is obvious speaking is the most important aspect of communication among human beings. “It is one of the four basic language skills that is used to express one’s own feeling, thinking, opinion and thought orally” (Mohan, 2003).

To be a skillful speaker a student needs to improve his/her speaking skill. To improve speaking skill the learner’s should learn with language learning strategies’. Language learning strategies are “operations or steps used by a learner to facilitate the acquisition, storage, retrieval or use of information” (Oxford, 1990).She mentions that language learning strategies are “specification taken by the teacher to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situation”’(Oxford, 1990: 8). Thus, teachers must encourage students` to use language in oral productions and make them aware of the strategies to acquire speaking. Here, the classroom teacher is required to strengthen the knowledge of learners by applying suitable speaking strategies and creating situations to use the language both inside and outside the class. Therefore, the teacher must be aware of speaking strategies to teach speaking skill in language classroom. This fact becomes comprehensible when it is observed from the angle of application of speaking strategies in the actual classroom.

Therefore, inspiration to undertake this study emanated from the researcher's experience of teaching English in secondary schools. Therefore, it is important to study the strategies and classroom activities implemented by the teachers and assess to what extent teachers use of different strategies in teaching speaking in English language classroom.

1.2 Statement of the Problem

The main objective of teaching speaking skill is getting a successful and effective communication in which students must be able to understand message and put in to practice. Speaking is an important skill that helps the speaker to interact with someone in a given situation. As Brown (1994), "Speaking is interactive process, in which the students construct meaning that involves them to produce, to receive, to process information among them." Speaking is the most important skill from four language skills because it helps people to interact each other in formal or informal way in appropriate situation. Hastulik (1989) cited in Alamawum Taye, (2014) stating, "The aim of speaking is to encourage students, to exchange ideas and opinion to each other". This means speaking is exchanging and transferring ideas and own opinion from one person to another person and variety of demands are in place at once monitoring and understanding the other speakers.

Speaking is one of the four Macro Skills to use for effective communication in both first and second language learning contexts. Speaking is necessary skill for effective communication in any language. Ur (1996) argues, "Speaking seems to be the most important skill of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language". The major goal of all English language teaching should be to give learners the ability to use English effectively and accurately in communication as stated in Davies and Pears (1998). Many language learners find speaking difficult to use in English to communicate and to express their idea in spoken language. To help the students to improve their speaking skills, it is necessary to find appropriate speaking strategies to help and to teach the students. The strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. Strategies used to achieve the ability

to write, read, listen and speak would be different because the goals of each skill are not the same. Teaching speaking skill is having high concern in many language programs. Speaking mainly focuses on producing oral language. To achieve the desired objective of the study regarding strategies for teaching speaking is very important.

Therefore, to achieve the intended needs, the teacher must employ appropriate teaching strategies'. Learning strategies defined by Oxford as "operations employed by the learner to aid the acquisition, storage, retrieval, and use of information." This definition further expanded to include "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations" (Oxford, 1990, p. 8). These definitions show that teaching and learning is changing from teacher centered to learner-centered instruction. This change has brought language learning strategies to the center of attention. The objective of learning speaking is to encourage students to use appropriate speaking skills, so students' do not have this skills. Shamin (2007) states, "some student do not have developed enough ability to speak in English, due to the fact that some teachers find hard work to do in oral communicative activity with their students."

Therefore, researcher thinks that the role of teachers in employing speaking strategies for speaking is very important. Therefore, this researcher conducted to investigate the implementation of Speaking Strategies in English Class room in secondary School. However, some researches were done in Ethiopia on speaking skill. For example, Feda (2002) has conducted on organization of group work in spoken English II classes in colleges. His findings was conclude that group work in the colleges selected for the study appeared to have different impediments at various stages of organization. These impediments might place obstacles to the students to benefit from group tasks in order to adequately practice and improve their oral skills. In other word, lack of effective organization appeared to deny the learners conducive atmosphere for successfully completing group tasks and thereby enhance their speaking skills; Abdisa (2011) has studied the practicing teaching speaking skill in secondary school. The finding of data indicated that they were using inappropriate techniques, strategies so that students developed poor speaking performance and teachers were not playing active role in developing students' speaking skills.

Seifu (2017) has conducted research on investigation of the problems of grade 11 students in speaking skills. He investigate that, teachers were forced to use the teacher centered approach to help their students pass their exams, the students become less interested to participate in the group discussions and practice the activities that supposed to improve their speaking skills, they mostly tended to be passive in the class room even though they know this teaching method would hinder the development of the students' speaking skill. Some others have conducted research they cited in Abdisa (2011). Thus, Fasil (1992) and Tsegaye (1995) have conducted research on Communicative strategies employed by secondary schools and college students respectively, Taye (2008), Tesfaye (2007) and Jenenew (2006) studied how oral skills taught.

However, this study has revealed an investigation of implementation of the speaking strategies in the in English class room at secondary school. Therefore, speaking strategies were important issue to analyze, investigate, how the strategies implemented in Classroom. Because strategies help to achieve teaching and learning goals. It has correspondingly asserted by Cole (2008) that, “ the teacher's role to provide effective plans/strategies in accomplishing students' educational needs whose general purpose is to communicate using the language learnt.” These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking.

But the researcher of this study has recognized students who have faced difficulty even after completing secondary school in using speaking skills for real communication. The students are forced use their first language instead of using English. From his personal experience, the researcher feels that the problem is also common among some secondary school students. Some language teachers and the researcher of this study find it difficult to implement speaking strategies for speaking skills in English classroom. Researcher believes that ineffective learning might result from ineffective teaching and using of strategies in speaking. Teacher's teaching strategies are very important to attain the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning (Brown and Yule, 1999). Speaking strategies become the focus of the study. Considering those above explanations, this

research was conducted to find out implementation of speaking strategies used by teachers in teaching speaking to students in Gore secondary school and students' responses towards the strategies.

1.3 Research Questions

The following basic questions are expected to be answered in the study.

1. What kinds of speaking strategies do English language teachers use to teach speaking skill?
2. What are the roles of students to learn speaking strategies for speaking skill?
3. What problems do English language teachers often encounter to implement speaking strategies in teaching speaking skills?

1.4 Objective of the Study

1.4 .1 General Objective of the study

The main purpose of this research is to identify strategies that teachers use to implement speaking in English language classroom and the role of teachers in using strategies' in order to improve speaking skills.

1.4.2 Specific Objectives of the Study

This study has the following specific objectives

1. To identify strategies teachers use to teach speaking skills in English language classroom.
2. To identify role of teachers and students in implementing speaking strategies in the classroom.
3. To identify problems teachers face while teaching speaking strategies in classroom.

1.5 Significance of the Study

The findings of the study have the following contributions:

1. The study might raise teachers' awareness of using appropriate strategies to teach speaking skills.
2. It might provide helpful information to the teachers to implement speaking strategies in the class.
3. It might provide valuable insight to the learner to facilitate their learning.
4. It stimulates other researcher to conduct similar or further studies on this topic.
5. It is expected to provide some contribution to who design Speaking materials for classroom practices.

1.6 Scope of the Study

The study is confined to Western Oromia, National regional state, Ilu Abba Bora Zone, Alle District, at Gore secondary school (in 2016/17 academic year), which is located at Gore town. Accordingly, Gore secondary school was selected for this research purpose based on convenience. The study as stated earlier focuses on an Investigation of the Implementation of Speaking Strategies in English Class room.

1.7. Limitation of the Study

Because of geographical situation, means of transportation and time constraints, this study was limited only to one secondary school. It would have produced more generalized information if it had included wide sample population from all aforementioned secondary schools.

CHAPTER TWO

2. Review of Related Literature

This chapter reviews the literature related to the topic under study. It provides a theoretical background on the language learning strategies, strategies of teaching speaking, concept of speaking skill, the importance of speaking skill, factors affecting speaking performance of students, teachers role in teaching speaking strategies, learner role in learning speaking and speaking the activities will be discussed in this part.

2.1 Language learning strategies

Strategies make learning more successful if the students make use of learning strategies while learning of foreign language. Chamot (2004:14) argue that learning strategies are “the conscious thought and action that learners take in order to enhance to achieve a learning goal”, additionally, according to O’Malley and Chamot (1990) stated that, learning strategies as “the special thoughts, or behaviors that individuals use to help them comprehend, learn or retain new information”. Language learning strategies use is important to make strategy training in accordance with the students’ needs. Chamot (1989) defined learning strategies as “techniques which students use to comprehend, store, and remember new information and skills”. What a student thinks and how a student acts in order to learn comprise the non-observable and observable aspects of learning strategies. Oxford (1989) gave a further definition of learning strategies as “operations used by learners to aid the acquisition, storage, and retrieval of information.” This definition further expanded to include “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (Oxford, 1990, p. 8).

Cohen (2007) states, “the most effective way to improve learner awareness is to provide strategies as a part of the foreign language curriculum.” Language strategies have an important role in making language use. They assist learners to grow in to a more skill full and more capable of self-direct learning (Cohen 2007). Many scholars have classified

language-learning strategies in different categories. However, most of these scholars attempt to classify language-learning strategies without any radical changes. “Strategies are divided into direct and indirect strategies. The strategies used directly in dealing with a new language are direct strategies. The three groups that belong to the direct strategies are memory, cognitive, and compensation. The indirect strategies used for general management of learning. The three groups belonging to this category are Meta cognitive, affective, and social strategies” (Oxford, 1990). Hedge (2000) puts forward four types of learning strategies used by good language learners. These are;

1. Cognitive strategies

Hedge (2000) defines cognitive strategies as “Thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways”. They operate directly on incoming information, manipulating it in the ways that enhance learning (Oxford, 1990). Cognitive strategies include repetition, resourcing, grouping, note taking, deduction, induction, substitution, elaboration, summarization, translation transfer and inference (Hedge 2000). Also (Oxford, 1990) state that these are perhaps the most popular strategies with language learners. The target language manipulated or transformed by repeating, analyzing or summarizing. The four sets in this group are practicing, receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output.

2. Meta cognitive strategies

As (Hedge 2000) Meta cognitive strategies involve “planning for learning, thinking about learning and how to make it effective self-monitoring during learning, and evaluation of how successful learning has been after working on language in some way”. Meta cognitive knowledge includes a fact learners acquire about their own cognitive processes as they applied and used to gain knowledge and acquire skills in varied situations. It stated by Oxford, Meta cognitive strategies go beyond the cognitive mechanism and give learners to coordinate their learning. This helps them to plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning (Oxford, 1990).

3. Social Strategies

Social strategies are very important in learning a language because language used in communication and communication occurs between people. It quoted by Oxford Social Strategies means “learning by interacting with others, such as working with fellow students or asking the teacher’s help” (Oxford, 1990). According to Hedge (2000), socio affective learning strategies are concerned with the learners’ emotional requirements such as confidence, while social strategies lead to increased interaction with target language. Hedge (2000) also confirms that socio affective strategies are those, which provide learners with opportunities for practice. For example, it includes initiating conversations with native speakers, using other people as informants about the language, collaboration tasks, listening to the radio, watching TV Program in the language, or spending extra time in the language laboratory. Three sets of strategies are included in this group: Asking Questions, Cooperating with others, and empathizing with others. Among the three, asking questions is the most helpful and comes closest to understanding the meaning. It also helps in conversation by generating response from the partner and shows interest and involvement.

4. Compensation strategies

Learners use compensation strategies for comprehension of the target language when they have insufficient knowledge of the target language. These strategies make up for the deficiency in grammar and vocabulary. When learners do not know new words and expressions, they guess the meaning. A learner brings own life experience to interpret data by guessing. Compensation strategies also used in production when grammatical knowledge is incomplete. When a learner does not know the subjunctive form of verb, a different form may used to convey the message. This category is sometimes included in the framework of learners’ strategies, when learners use gesture, mine, synonym, paraphrases and cognate words from their first language to make them-selves understood and to maintain a conversation, despite the gaps in their knowledge of second language they are using communication strategies (Hedge, 200).

2.2 Strategies of Teaching Speaking

There are some useful strategies that teachers could make his/her students use in order to apply them during oral activities and so students with the practice of these strategies could speak more and feel more confident.

Douglas (2007, p. 332) proposed these speaking strategies so that students are able to Communicate in an oral way: Asking for clarification (what?), Asking someone to repeat something (huh? Excuse me?), Using fillers (uh, I mean, well,) in order to gain time to process, Using conversation maintenance cues (uh-huh, right, yeah, okay, hm), Getting someone's attention (hey, Say, So), Using paraphrases for structures one can't produce, Appealing for assistance from the interlocutor (to get a word or phrase), Using formulaic expressions, how much does ___ cost? How do you get to the ___? Use nonverbal expressions to convey meaning.

Effective teachers teach students speaking strategies: using minimal responses, recognizing scripts and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Greetings, apologies, compliments, invitations, and other functions that influenced by social and cultural norms often follow patterns or scripts. Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. These teachers help students learn to speak so that the students can use speaking to learn (Kohonen, et al, 2001).

A various number of strategies utilized to teaching speaking and used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-

play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton and Nation, 2009). Role-plays are activities where students asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011). Creative tasks resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances.

2.3 The Concept of Speaking Skills

Speaking is the process of building and sharing meaning with verbal and nonverbal symbols, in a variety of contexts (Chaney, 1998). It is a crucial part of second language learning and teaching. Freeman, D. (2000), States that “Speech is more basic to language learning than the written form, speaking is also powerful than other skills to express idea, thought, opinion etc. of the speaker”. Teaching speaking skill is to teach EFL learners to use the language quickly and confidently with few unnatural pauses (Nunan, D. (2003).

The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the maximum. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary, and to observe the social and cultural rule that apply in each communication situations (Nunan, D. (2003). There are, as to Harmer (2007) three purposes why students practice speaking in classroom. To begin with, speaking practice gives rehearsal opportunities for learners; it provides an opportunity for real life use. In addition, the practice give feedback on how well students are doing and indicates areas for improvement, finally whenever students are provided with more opportunities to practice language, they tend to use these language elements automatically.

2.4 The Importance of Speaking Skills

Based on Chastain (1998) speaking is a fruitful constructive dynamic activity that involves the interaction with real life concepts. Speaking is a fundamental skill for an individual to be part and interact inside a community. According to McDonough and Shaw (1993), speaking reflects the linguistic knowledge of a learner and it has as an

objective to create an oral message for communication and self-expression. Therefore, speaking linked strongly with the communicative skills of an individual, as it provides ideal tools to interact and exchange in a variety of contexts where the language serves as a medium to express an intended message.

Speaking is the most important aspect of communication among human beings. “It is one of the four basic language skills that is used to express one’s own feeling, thinking, opinion and thought orally” (Mohan, 2003). Speaking seems to be the most important skills required for communication (Zaremba, 2006). Zaremba (2006) also stated that speaking skills or communication skills usually placed ahead of work experience, motivation, and academic credentials as criteria for new requirement for employment. Zhang argue that, Student who study English as a foreign language usually have limited opportunities to speak English outside the class room and limited exposure to English speaker or members of the international community (Zhang, 2009). Effective communication by means of speaking usually creates a number of benefits for both speakers and business organizations. It mentioned by Osborn and Osborn effective speaking skills result in achievements’ during ceremonials speaking activities, job training activities, job interviews, and many other business purpose (Osborn, Osborn and Osborn, 2008). Kayi (2009) states that when an individual is learning a foreign language, the speaking skill becomes essential for the achievement and development of the tasks that are set in the target language. For this reason, speaking is such an important field of investigation, considering the role that this skill has regarding future academic development of language students and providing principles for language teachers.

2.5 Factors affecting speaking performance of Students

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

2.5.1 Listening Ability of Students

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

2.5.2 Topical knowledge of Students

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

Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker and Westrup, 2003).

For Ur (1996), teachers can come across in getting students to talk in the classroom some speaking problems. These are; inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use, the first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom, they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Little Wood (2007) asserts that a foreign language classroom to can create inhibitions and anxiety easily.

2.5.3 Students Lack of self confidence in Speaking

Dornyei (2005) describes that self-confidence is one way of promoting learners' internal motivation in order to engage them in language tasks and develop their oral skill practice. Students with high self-confidence are interested to engage in any language activities and they develop a sense of motivation in order to achieve success. However, if they lack confidence they become reluctant and develop the sign of shyness and they do not want to share their experience with their friends. As result, they prefer not to say anything.

2.5.4 Students Fear to Making Errors in speaking

Atkins, et.al (1996) states that “Although errors are seen as natural parts of language learning in communicative language teaching, fear of making errors is one major barrier that affects learners in EFL classroom. Most preparatory and high school students tend to believe it is bad to make errors as they will be ridiculed (laughed at) by other students or by their teachers.”

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

2.5.5 Students Lack of Continuous Practice in Speaking

According to Bury (2005) unlike reading, writing and listening activities, speaking requires some degree of real time exposure to an audience. Bury (2005) summarizes the

importance of practice saying, “The more speakers of English practice speaking in their everyday life, the more they develop their English speaking.”

2.6 Teacher’s Roles in Teaching Speaking Strategies

Cotter (2007) suggests that teachers have to take into account the students perspectives and feelings towards the class. Using this as a parameter, teachers could design tasks that enhance motivation in learners and provide confidence to perform in speaking tasks. The researcher also suggests that in relation to oral interaction and participation and its effectiveness in class, the students should be oriented towards working greater communicative abilities, giving them the opportunity to use real language in a scenario where the teacher can control and provide feedback to language items like accuracy and fluency.

Some of strategies can list by Rubin and Thompson’s (1982) these are; helping learners discover what ways of learning work best for them, experimenting with different ways of creating and using language, helping learners keep on talking and understand the general gist of texts, helping learners ask for error correction and help. In addition, on what they have already learned in the new language, developing their capacity to guess and infer knowledge and out-of-class experience, helping learners not to be so much concerned with accuracy that they do not develop the capacity to be fluent.

Richards and Rodgers (1986) point out teacher’s roles related to the following issues; these are the types of functions teachers expected to fulfill, e.g. whether that of practice director, counselor, model and control. The degree to which the teacher is responsible for content and the interaction patterns those develop between teachers and learners. Breen and Candling (1980) state that, “the teacher has three main roles in the communicative classroom.” The first is to act as facilitator of the communicative process; the second is to act as an observer and learner. The third is he acts as a manager.

Moreover, Cazden (1991) argues that speaking activities have a central role in oral participation inside a classroom, these strongly affects positively the English oral performance of students. However, it is essential for teachers to conceive the importance

of preparation of speaking tasks and the preparation of students for speaking tasks. Richards (1990) States that before planning speaking activities, teachers must consider two types of speaking functions: thus, talk as interaction, referring to the speaking done in social contexts (chitchat, small talk conversations) and transaction, where someone stimulates another to speak in the classroom context.

2.7 Learner Role in Learning Speaking Skills

Hedge (2000: 76) agrees that an autonomous learner is one who is self-motivated, one who takes the initiatives, one who has a clear idea of what he/she wants to learn and one who has his/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, learn both inside and outside the classroom. Can take classroom-based material and can build on it and know how to use resources independently, adjust their learning strategies when necessary to improve learning and manage and divide the time in learning properly.

Furthermore, Dickinson (1995: 127) 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, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning’. However, students will never learn a language unless they aim to learn outside as well as during class time. This is because language learning is too complex to learn in a classroom (Harmer 2001). Besides, she claims that to compensate for the limits of classroom time and to counter the problem of learning language, students need to develop their own learning strategies so that as far as possible they have to be autonomous learners. To develop their autonomy, teachers need to facilitate learner to increase their self-understanding and awareness of themselves (kohonen, et al, 2001).

2.8 Speaking Skills Activities

Harmer (2001) argued that it is essential for teachers to develop speaking by means of interesting and relevant activities in contextualized manner, and related with the communication necessities of the given population. This way it assured that communication will take place in the language classroom and students will have the opportunity to use the target language in real life scenarios.

Cazden (1991) argues that speaking activities have a central role in oral participation inside a classroom, these strong impacts positively the English oral performance of student's. However, it is essential for teachers to conceive the importance of preparation of speaking tasks and the preparation of students for speaking tasks. In addition, designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide the best condition for autonomous language use (Brown, 2001); Thornbury, 2005). Secondly, the activities should be performed in situations where students can show interest, understanding, and ask question or make comment .called interactive, and include competitive element where students work together to achieve certain purpose (Thornbury, 2005).

Thirdly, teachers bear in mind what student needs, from language-based focus on accuracy, to message-based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful contexts (Brown, 2001). Besides, meaningful contexts for each activity is important to relate new material with what has been learned and experienced by students so that it can be stored in the long-term memory of students (Brown, 2001; Richards and Rodgers, 2002). Meanwhile, the functions of speaking including talk as transaction aims to exchange information or goods, and talk as interaction aims to maintain social relationship (Brown and Yule, (1999). Different language scholars propose different activity types. Prabhu (1987) for example, proposed three different activity types in the Bangalore project. These are; information gap activity, which involves a transfer of given information from one person to another, reasoning-gap

activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, and opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Clark (1987) proposes seven broad communicative activity types based on the communicative goal. He suggests, language programs, should enable learners to solve problems through social interaction with others. It establishes, maintain relationships, and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.

Parrott (1993: 201-202) has identified nine various activity types designed to help learners develop their oral fluency. They are; Information gap-activities: students share ideas from each other through group work, ranking activities: students given a possible list of something so that they asked to put in order through group discussion, Jigsaw activities: students work in groups. Each student in the group has different section of a text. Guessing activities: students work in small groups, one of the students in the group given a situation. The other students have to discover the situation given to the student by asking questions to which the answer is 'yes' or 'no', Problem-solving activities: the students work in groups. One of the students in the group has given a bizarre story and an explanation of the background. The students tell the rest of the group the story. The other students ask questions to try to discover the background, Role-play: are activities in which the learners play parts and Group discussion: are activities in which the learners discuss and come up with the results that reach up on it.

CHAPTER THREE

4. Research Design and Methodology

The main purpose of this study as mentioned in chapter one was an investigation of the implementation of speaking skill in English classroom. This chapter describes the research method that was employed to achieve the objective of the study. Therefore, it discusses about the research design, the research population, and the sample and sampling technique, the data collection instruments, and the data analysis procedures used in the entire study.

3.1. Research Design

In order to achieve the intended objectives of the study, both qualitative and the quantitative design were required. This is a descriptive study. Since the study is mainly concerned with describing what language teachers to teach speaking skills, are actually practicing, this method is preferred over others. Moreover, the researcher felt that it would enable him to have access to multiple instruments of gathering information. Descriptive research design was used to conduct the study. Descriptive study is helpful when a researcher wants to look into a phenomenon or a process in its natural context in order to get its overall picture instead of taking one or some of its aspect and manipulating it in a simulated or artificial setting (McDonough, and C. Shaw, 2003). It also describes naturally occurring phenomena without experimental manipulation. Hence, qualitative design aimed at describing the detailed complex social phenomena according to participants' views (Seliger and Shohamy, 1989). Thus, qualitative and quantitative research designs were used in this study. In this study, they help the researcher to assess kinds of strategies, importance of speaking strategies and activities that were used for speaking skill to implement strategies for teaching speaking in English classes at Gore secondary school.

3.2 Sampling Procedure

The researcher employed systematic random sampling method in the students' questionnaire, but he used purposive method for classrooms observation and for the teachers' interview in order to draw sample for the study. The reason behind choosing this sampling technique was because it is a fair way to select sample without any bias and it is reasonable to generalize the results from the sample back to the population.

First, the researcher took the list of grade nine English language teachers from English department. Next, four teachers were taken by purposive method for classroom observation and interview. For interviewee, the sections of those observed teachers deliberately selected believing that it was more reliable to crosscheck their responses against the observed works of the teachers. Then, complete lists of students in each section taken from their homeroom teachers. Finally, proportionate number of students from eight sections drawn by using systematic random sampling method.

3.3. Participants of the Study

The target populations of the study were grade 9 students of Gore secondary school, which is found in Oromia Regional state, Ilu Abba Bora Zone, Gore Town.

In addition, four English teachers of the same school were included in the study to get rich and reliable data for the research. These teachers were included in the study to get additional information that helps the researcher to get more information for the research. Gore secondary school selected for the study based on convenience sampling method. And, the other reason was that staff members were familiar to the researcher. As a result, it is assumed to be suitable to make frequent classroom observations and to get required collaboration for the study.

3.3.1 Students

Gore secondary school grade 9 students were the subjects of the study. The total number of grade 9 students found in the school was 450, grouped into eight sections. Among the 450 grade 9 students, 255 are male and 195 are female students. Then 135 students (30%) from the total of grade 9 students selected with relatively equal proportion according to the total number of the students in the specified grade level of the school by using systematic random sampling method.

3.3.2 Teachers

Gore secondary school English teachers were included in the study based on availability or purposive sampling method. Since there were, four English teachers from grade 9 at this school. Therefore, the researcher included all teachers in the study to get rich and pertinent data for the research.

3.4. Data Collection Instruments

In order to collect the required data for this study, the following data collection instruments employed. These include questionnaire, classroom observation and interviews used as data gathering instruments.

3.4.1 Tape and Video Recordings

The video recordings were used for the study especially for classroom observation and teachers interview. To increase the reliability of the data, audio recordings were also used as an alternative method of data gathering tool (see the transcribed video recorded data in the Appendix D and E).

3.4.2 Students' Questionnaire

Best and Kahan (1989) and Sharma (2000) state that a questionnaire enables a researcher to collect data from large groups of individuals within a short period; and it is easy to administer to a number of subjects in one place at a time. Thus, one sets of questionnaires

for students designed and administered, as a main data collecting instruments to collect the necessary data from the respondents. The items of questionnaire for students were adapted from Rubin and Thompson`s,(1982) Brown,(2007) and Harmer,(2001) based on review literature and the five points Likert Scale ranging from 'Strongly agree' to 'strongly disagree and 'Always' to 'Never', a frequency Scale ranging from 1-5. The students' questionnaire contained 26 items in 4 parts; the students' questionnaire was intended to get information on the teacher's use of speaking strategies in teaching speaking to implement in the English language classes (See appendix A).

On 24 May, 2017, discussion was held with the selected students in the school hall, brief explanation was given on objectives of the questionnaire in English then the researcher asked if the students have question. After discussion held on question. The researcher distributed the question paper to the students. Then the researcher gave ample time to the respondents in order for them to be able to read each question carefully and fill in the necessary and reliable information. The questionnaire administered at the appropriate time when the memory about the actual classroom activities and teaching is fresh in their minds. This is because the reliability of responses can sometimes affected. The revised and amended questions administered to 135 students. From the 135 questionnaires, administered 135 returned but five were incomplete. Therefore, the researcher discarded the five incomplete-one and considered only 130 students in the analysis.

3.4.3 Teachers interview

Interview is one of the primary data collecting methods that classified into structured, semi-structured, and unstructured ones. The researcher chose the semi-structured method because it is flexible, allowing new questions to emerge during the interview based on what the interviewee says. Therefore, the semi-structured interview was employed to collect the required information for the study. In doing so, English teachers selected by purposive sampling from grade 9, then ten semi-structured interview questions prepared in line with the teacher's implementation of different teaching speaking strategies. Semi structured interview help to collect data that were related speaking strategies (Please refer to Appendix –B) and Practical use of strategies for speaking skills that were implemented

in speaking skills in the English classroom to triangulating the data with questionnaire, classroom observation to address the problem in a very meaningful manner. The selected teachers were interviewed on June 7, 2017 at school department office and the data was captured with video and audio video recording (Please refer to Appendix –D).

3.4.4 Classroom Observation

Classroom observation was another important tool used to gather data in the classroom. Twelve successive observations were made from May 1 up to May 12, 2017. The number of observations made in a week was only two because the teachers teach speaking skills as scheduled according to the textbook activities and annual plan, which is taught twice a week. and the data was captured with video and audio video recording (Please refer to Appendix –E).

According to Best and Kahan (1989), observation gives the first-hand account of situations under study; and when combined with other data collected instruments, it allows a holistic interpretation of the situations under studied. Robson (2002:310) further states, “Data from direct observation contrast with and can often usefully complement information obtained by virtually any other techniques.” Therefore, the researcher prepared a checklist in order to collect additional data and substantiate the results obtained through questionnaires. The checklist has 19 items focusing on teacher`s role in teaching speaking, speaking strategies used by teacher`s and how strategies of speaking implemented in classroom when used in teaching speaking. The checklist adapted based on the review of related literature made in Chapter Two; and its format was adapted from Harmer (2007), oxford (2001), Penny (2009), Rubin and Thompson`s and (1982) Brown, (2007).

Classroom observation is important in descriptive research for collecting pertinent and firsthand information (McDonough and C.shaw, 2003). Hence, in order to gather genuine and relevant information on the speaking strategies of Gore secondary school grade nine students. Observation checklist employed to observe purposively selected four teachers and randomly selected four sections from the school. Accordingly, the researcher selected 12 English sessions` classes and each of them observed three times. The researcher carried out 12 observation classes (Please refer to Appendix –C). The observations made without

disturbing the teaching and learning process. The observations taken before the students' questionnaires distributed to the students. To carry out the observation using the check-list to record what is going on in the actual teaching learning process.

3.5 Data Collection Procedures

First, the researcher used observation checklists to collect data from the classroom by observing the classes through the processes of classroom conditions. Then, through questionnaire and interview and gathered from the respondents of the study. Finally, the researcher checked all data that were collected from each respondent. Then, data were summarized and presented through tabular methods.

3.6 Data Analysis Methods

The data obtained through the questionnaire were organized under similar category and analyzed quantitatively by using tabular method and frequency. The total number of students that answered the given question under the corresponding column was calculated out of 130 and changed into percentages by multiplying it with 100. But the data gained through interviews, classroom observations and recordings were analyzed qualitatively. They were transcribed and summarized.

The data that were obtained from respondents interpreted in the form of word, table and chart. And, the quantitative data were analyzed numerically by using frequency and percentage.

3.6.1 Quantitative Data Analysis

The quantitative data obtained through close-ended questionnaire items analyzed by using descriptive statistics such as percentages and frequency to describe the data collected in the research.

3.6.2 Qualitative Data Analysis

The qualitative data collected from the teachers by using interviews and classroom observations. Then, data analysis and interpretation has been done carefully. First, the data were sorted out and tallied All the information from the interview and classroom observations were analyzed simultaneously to cross Check and to triangulate. Finally, the processed data had summarized and presented by means of narration methods.

3.7 Pilot study

The aim of pilot study is to identify the appropriateness' of adapted questions. In doing so, 65 questions were prepared in 4 parts that include teachers role in teaching speaking strategies, strategies used in speaking , activities' that were used to promote speaking , learners' role in learning speaking and actual situation of the English classroom.

After preparing the questions, the researcher met with English teacher and discussed on to how to modify the Students' Questionnaire. The next day discussion held with the selected students of section H from grade 9 (50 students) were to fill 65 pilot questions. Then, the students and teachers were asked to give comment on the questionnaire. Based on the obtained comments some of the questions revised and amended. Some words that were having difficult meaning were simplified. In addition, some long sentences made shorter. The number of questions was also limited to only 26. Then it duplicated and administered in school hall.

CHAPTER FOUR

4. Data Analysis and Interpretation

This part of the study is devoted to the presentation, analysis and interpretation of the data obtained from the respondents through questionnaire, interview and classroom observation.

The first section of the chapter discusses the analysis of the data gathered with questionnaire from the students. In order to interpret the data collected, measures like frequency and percentage is used. Then, verbal interpretations of the findings made for the questions in the questionnaire. Thus, quantitative as well as qualitative data analysis were employed to analyze the data obtained using the questionnaire. The second section in this chapter focuses on the analysis of findings from interviews made with the teachers. The third section of the chapter deals with analyzing and interpreting the data obtained through classroom observation.

4. 1 Analysis of Students Questionnaire

In order to obtain the necessary information, questionnaire was carefully prepared and distributed to 135 students of Gore secondary school grade nine students. Then, the responses of the students were analyzed and interpreted under four major sections, namely, teachers' role in implementation of speaking, strategies used by the teachers, students' role in learning speaking, and activities performed in the classroom.

Table 1: Teacher's role in implementing speaking strategies in the classroom

To assess teachers' role in implementation of speaking skills, eight items (1-8) designed in the questionnaire and the responses of the students' were summarized in the following table.

No	Item: The role of the teacher in the class room:		Always	Usually	Some times	Rarely	Never	Total
			(5)	(4)	(3)	(2)	(1)	
1	Your teacher organizes students in group for speaking in the class room.	Freq	-	-	24	40	66	130
		%	-	-	18.46	30.77	50.77	100
2	Your teacher gives you chances to participate in speaking activities in the classroom.	Freq	-	-	15	36	79	130
		%	-	-	11.54	27.69	60.77	100
3	Your teacher guides, encourages and supervises discussion for speaking skill in the classroom.	Freq	-	-	12	42	76	130
		%	-	-	9.23	32.31	58.46	100
4	Your teacher encourages you to say something in English to practice speaking	Freq	-	-	80	36	14	130
		%	-	-	61.54	27.69	10.77	100
5	Your teacher monitors your performance to see that it is satisfactory in speaking.	Freq	-	-	78	34	18	130
		%	-	-	60	26.15	13.85	100
6	Your teacher provides different activities to develop speaking in the classroom.	Freq	-	-	15	30	85	130
		%	-	-	11.54	23.08	65.38	100
7	Your teacher teaches you speaking strategies for speaking skill in the classroom.	Freq	-	-	3	37	90	130
		%	-	-	2.31	28.46	69.23	100

From the total of 130 students who gave responses to the role of teachers' in arranging and organizing students in groups for speaking skills in the classroom, only 24 (18.46%) and 40 (30.77%) answered "sometimes" and "rarely", respectively, but majority of the students 66 (50.77%) replied "never". This indicates that 50.77% of the students agreed that their teachers never group them for practicing speaking.

Concerning the students reaction in item 2 in the above table that focuses on the extent which teachers give chances to participate in speaking activities in the classroom, 15 (11.54%) and 36 (27.69%) of them answered "sometimes" and "rarely". However, majority of the students and 79 (60.77%) answered that the role of the teachers in this respect is "never" respectively. From this, we can conclude that teacher respondents never give chances to participate in speaking activities in the classroom. Regarding whether teachers monitors students' performance or not to examine that it is satisfactory in speaking, only 12 (9.23%) and 42 (32.31%) of the students replied "sometime" and "rarely" respectively. The majority of the students 76 (58.46%) said that the role of their teachers is "never" with respect to the given order.

Regarding the item that deals with how often teacher encourages them to say something in English to practice speaking skill is the data shows that 80 (61.54%) of the students answered "sometime", 36 (27.69%) replied "rarely" and 14 (10.77) of the respondents said "never". From the above data it can be concluded that majority of the students, 80 (61.54%) said the role of their teachers in encouraging them to speak in English in the classroom is sometimes. Concerning item which states teacher's role in monitoring students respondents performance the data revealed that it is satisfactory in speaking skill, majority of the students 78 (60%) and 34 (24.15%) of the respondents replied "sometime" and "rarely" respectively. only 18 (13.85%) said that the role of their teachers in monitoring their performance to see that it is not satisfactory in speaking skill and mapped "never" based on direction given to react item 5.

As it can be seen from the above table, students were asked if their teacher providing activities to develop speaking in the classroom. Among 130 students 15 (11.54%) and 30 (23.08%) of the respondents replied "sometime" and "rarely" respectively. And,

majority of the students 85 (65.38%) said that the role of their teachers in providing activities for free expressions to develop speaking in the class room is “Never” based on respondent reply to item 6. Concerning the role of the teacher in teaching them speaking strategies for speaking skill in item 7, only 3 (2.31%) and 37 (28.48%) replied “sometime” and “rarely” respectively. However, the majority of the students 90 (69.23%) answered “never” respectively. This indicates that the role of the teachers in teaching speaking strategies is very limited or none.

As it shown in responses to the above seven items, most of the students answered that the teachers’ role in teaching speaking strategies for speaking skill in the classroom is never. In addition, the teachers never implement speaking strategies for speaking skill development in the classroom, did not organize and arrange the students’ in groups; the teacher did not give chances to all students to participate in discussions and did not encourage the students to practice speak in English. Therefore, the teacher must play a crucial role in the language teaching and learning process. It asserted by Breen and Candling (1980) state that, “the teacher has three main roles in the communicative classroom.” The first is to act as facilitator of the communicative process; the second is to act as an observer and learner. The third is he acts as a manager.

Table 2: Strategies Used by Teacher to Teach Speaking

To see the extent students agree or disagree with the strategies teachers use to teach speaking skills, six questions were asked. The responses of students gave are presented in the table below.

No	Items: Strategies used by teacher		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
			(5)	(4)	(3)	(2)	(1)	
1	The teacher encourages me to develop speaking by focusing on the content of topic.	Freq			27	65	38	130
		%			20.77	50	29.23	100
2	The teacher teaches me using repeating, imitating, greeting	Freq	-	-	-	81	49	130

	and well come speech to develop speaking.	%	-	-	-	62.31	37.69	100
3	The teacher encourages me to establish a warm rapport with the students.	Freq	-	-	-	65	65	130
		%	-	-	-	50	50	100
4	The teacher encourages me to ask for clarification, repetition, excuse me and sorry to use language to talk.	Freq	-	-	10	80	40	130
		%	-	-	7.69	61.54	30.77	100
5	Teacher helps me to lengthen time by using appropriate words to gain time.	Freq	-	-	-	90	40	130
		%		-	-	69.23	30.77	100
6	The teacher encourages me to take turn talks, to negotiate in speaking with my friend.	Freq		-	-	88	42	130
		%		-	-	67.69	32.31	100

As it can be seen from the above table, respondents reaction to item 1 shows as the degree to which English language teachers' encourages their students to develop speaking by focusing on the content of topic, 27 (20.77%) rated to the undecided response category about the Strategies used by teacher. However, 65 (50%) of them disagreed that this Strategies were not used by teacher in their classrooms, and 38(29.23 %) have strongly disagreed.

Regarding how the teacher teaches students speaking strategies by making use of repeating and imitating, greeting, well come speech to develop speaking, almost half of the students 81 (62.31%) replied that as they disagree, Only 49 (37.69%) of the respondents said that they strongly disagree.

Concerning the way the teacher encourages the students to speak English inside classroom to establish a warm rapport with the students, 65 (50%) of the respondents answered that they disagree and the same present of respondent 65 (50%) replied as they strongly disagree. The item indicated that there is not more time to practicing speaking.

As Thornbury (2005) said that, “Speaking requires some degree of real time exposure to an audience. The more speakers of English practice speaking in their everyday life, the more they develop their English speaking.”

In connection with how often the teacher encourages the student to ask for clarification, by making use of expressions what?, excuse me and sorry, the data depicted that 10 (7.69%) and 40 (30.77%) of the respondents, replied by rating under undecided scale and disagree in based on instruction given in the questionnaire almost all students 80 (61.54%) of the total students answered by strongly disagreeing to the statement.

As it can seen from table above, reply to item 4 and 5 which deals with whether teacher helps students to lengthen time using fillers in order to gain time to process by using appropriate opening and closing remarks. Most students 90 (69.23%) disagree that teacher in their classrooms does not use this strategies and 40 students (30.77 %) are strongly disagree about strategies of speaking to use fillers to gain time. The item 4 and 5 are social strategy that used in communication occurs between people. It quoted by Oxford Social Strategies means “learning by interacting with others, such as working with fellow students or asking the teacher’s help” (Oxford, 1990). These speaking strategies proposed by Brown, D. (2007, p. 332) that, students are able to Communicate in an oral way: Asking for clarification (what?), Asking someone to repeat something (huh? Excuse me?), Using fillers (uh, I mean, well,) in order to gain time to process. However, as shown in the item 4 and 5 there were not successfully communication between teachers and student.

Respondents reaction to item 6 shows that the students who were asked if the teacher encourages them to negotiate in speaking with their friends to use yeah, hey, right, say, I mean, among the 130 students majority of the students 88(67.69%) and 42 (32.31%) said that they disagree and strongly disagree with respect to the given order in the item 6.

As can be exhibited from the observation checklist video transcribed recordings (please see appendix-C and E), it was only one day that all teachers encouraged students to

take turn in talks, to negotiate in speaking with their friends, to use yeah, hey, right, say in the class room for speaking skills, but it is not enough to practice speaking skills.

To end up the above six items in the table, the teachers never used speaking strategies to teach speaking skill. Moreover, they did not encourage the students to discover ways of learning how to work best for themselves to develop their speaking skills. Furthermore, they did not teach them speaking strategies such as using minimal responses, recognizing scripts or interaction speech to develop their speaking skills.

Breen and Candling (1980) state that, “the teacher has three main roles in the communicative classroom.” The first is to act as facilitator of the communicative process; the second is to act as an observer and learner. The third is he acts as a manager. Effective teachers teach students speaking strategies: using minimal responses, recognizing scripts and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. But the teacher did not use speaking strategies in the class room. It stated by Shamin (2007) states, “some student do not have developed enough ability to speak in English, due to the fact that some teachers find hard work to do in oral communicative activity with their students.”

Table 3: Speaking Activities used to develop Speaking

To know what kinds of activities are given to the students, seven questions were asked and the responses are presented in the table below.

No	How often do you do:		Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
1	I practice information gap activities with my friend in speaking in the classroom.	freq.	-	-	16	30	84	130
		%	-	-	12.31	23.07	64.62	100

2	I practice problem-solving activities such as puzzles, fables and stories to tell in oral to develop speaking.	freq.	-	-	-	25	105	130
		%	-	-	-	19.23	80.77	100
3	I practice role-plays, drama, and simulations activities in the classroom.	freq.	-	-	-	20	110	130
		%	-	-	-	15.38	84.62	100
4	I did group/ pair discussions then I report it orally to the class.	freq.	-	-	32	20	78	130
		%	-	-	24.62	15.38	60	100
5	I practice picture of stories to tell its order	freq.	-	-	6	16	108	130
		%	-	-	4.62	12.31	83.07	100
6	I prepare to talk about a hobby or personal interest for two or three minutes	freq.	-	-	6	12	112	130
		%	-	-	4.62	9.23	92.31	100
7	I practice drills, dialogues to practice speaking.	freq.	-	-	30	100	-	130
		%	-	-	23.08	76.92	-	100

Regarding activities used for speaking skills to practice information gap activities with their friend in speaking in the classroom, only 16 (12.31%) and 30 (23.07%) of the respondents replied ‘sometimes’ and ‘rarely’ respectively, but the majority of the students 84 (64.62%) reported that the teachers ‘never’ used activities of sharing ideas. From the class observations, the researcher understood as the teachers never use the activities mentioned in the item 1. According to Hedge, T. (2000), “information gap activities require students to negotiate meanings rather than to analyze forms. That is a student may have some information that the other student lacks. In this, activity students are supposed to be working in pairs. One student will have the information that the other partners do not have and the partners will share their information”. Information gap

activities serve many purposes such as solving a problem or collecting information. So the students should practice information gap activities in the classroom.

Concerning practicing problem solving activities such as; puzzles, fables and stories to tell orally in order to develop speaking, Some of the respondents 25 (19.23%) answered that the teachers ‘rarely’ use this activities in the classrooms to teach speaking, but 105 (80.77%) students replied that the teachers ‘never’ use problem solving activities to teach speaking skills and the students did not practice speaking.

With regard to practicing role-play activities and drama to learn speaking in the classroom, 20 (15.38%) answered that they used this activities ‘rarely’, but almost all students 110 (84.62%) stated that they never use in the classroom. Nunan (2003) also states that role the plays have many advantages; one of these is the entertaining activities which motivate the students while using the language. In addition, Harmer (1984) suggests that role-playing increases self-confidence of hesitant students because in role-plays and simulation activities, students will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility every single time.

Regarding if the students do group/ pair discussions, and then reporting it orally to the class, some of the respondents 32 (24.62%) use it in the classroom “sometimes” and 20 (15.38%) of the respondents replied that they use group/ pair discussions then reporting in orally to the class “rarely” in the class room, the rest of students 78 (60%) never use group/ pair discussions then reporting in orally to the class for speaking skills. However, from this data we can conclude that the teachers never implement pair/ group discussions, and then report it orally to the class.

Response to item 5 in the above Table shows that 6 (4. 62%) of the students replied as their teachers use activities of picture stories in orders to tell it in order “sometimes” and 16 (12.31%) of the students use activities of picture stories orders to tell its order rarely, the majority of the respondents 108 (83.07%) replied that they never use it in the

classroom. From this data, we can conclude that the teachers never use activities accompanied by picture stories to practice speaking in the classroom.

Regarding the question which was asked to know if teachers prepare activities related to a hobby or personal interest for two or three minutes, only a few respondents 6 (4.62%) replied that they use it in the classroom “sometimes” and 12 (9.23%) of the respondents replied that they use “rarely” in the class room, the majority of the respondents 112 (92.31%) indicated as their teachers “Never” use it in the classroom. From this, it can be concluded that teachers never use activities related to hobbies or personal interests for two or three minutes in teaching speaking skills. Concerning drills and dialogues in which one person asks a question and another gives an answer to practice speaking 30 (23.08%) students replied that they use it “ sometimes” in the class room and 100 students (76.92%) use it “rarely”, it can conclude that the majority of the teachers rarely used simple question and answer methods to teach speaking.

The data from teachers’ interview and classroom observation also depicted that teachers use questions and answers dominant activities used in the classroom, dialogues and instructions for most of the time. The classroom observations also showed that teachers use group discussion methods very occasionally. From the twelve successive classroom observations, the first teacher used them once while the other three teachers did not use drills and dialogues. As Halliwell (1998) states that it is also ideal for teachers to promote the real use of language by means of interactive activities such as dialogues, role-plays, and questionnaires. These, focused on everyday situations that allow introverted students to feel comfortable in the language classroom and therefore participate and get involved in the activity. The author considers that because these activities contextualized to the students’ realities, interest and motivate students towards the topic to use the target language as a resource of interaction.

To conclude most of the students answered those teachers in of speaking activities for speaking skill is rarely and never. The teachers do not use different activities that promote and improve speaking skills. Moreover, Cazden (1991) argues that speaking activities have a central role in oral participation inside a classroom; these strongly

influence positively the oral performance of students. However, it is essential for teachers to conceive the importance of preparation of speaking tasks and the preparation of students for speaking tasks.

Table 4: Student's Role in learning speaking

To see how often students implement their roles to learn speaking skills, six questions were asked and the responses are presented in the table below.

No	Items		Always (5)	Usually(4)	Sometimes(3)	Rarely(2)	Never (1)	Total
1	I speak English inside the Classroom at any time.	Freq	-	-	-	20	110	130
		%	-	-	-	15.38	84.62	100
2	I ask my teacher for clarification when I do not understand what he/she says.	Freq	-	-	10	25	95	130
		%	-	-	7.69	19.23	73.08	100
3	I participate in pair and group work to practice speaking in English.	Freq	-	-	26	4	100	130
		%	-	-	20	3.08	76.92	100
4	I listen to the discussion and report orally to the class.	Freq	-	-	-	23	107	130
		%	-	-	-	17.69	82.31	100
5	I try to correct myself when I feel that I am not using the correct form while speaking.	Freq	-	-	-	33	97	130
		%	-	-	-	25.38	74.62	100
6	I am confident and motivated to learn speaking in the classroom	Freq	-	-	-	30	100	130
		%	-	-	-	23.08	76.92	100

As the data presented in the table above, reply to item 1 shows that 20 (15.38%) of the respondents said that they speak English inside the Classroom rarely and 110 (84.62) of the respondents reacted that they never speak English inside the Classroom.

Concerning whether the students ask their teacher for clarification when they do not understand, what teacher says, as the table reads on item 2, only a few students 10 (7.69%) and 25 (19.23%) of the respondents said that they ask their teacher for clarification ‘sometimes’ and ‘rarely’ respectively when they do not understand what teacher says, but large number of respondents 95(73.08%) said that they never ask their teacher for clarification when they do not understand what teacher says.

Item 3 also reveals that 26 (20%) and 4 (3.08%) of the respondents said that sometimes they participate in pair and group work to practice speaking and a few of them rarely, but 100 (76.92) , the majority of the respondents 100 (76.92%) “Never” participate in pair and group work to practice speaking.

Asked whether the students to listen to the discussion and report it to the class orally as the item 4 read. Some students 23 (17.69%) of the respondents said that they were rarely to listen to the discussion and report to the class and 107(82.31%) of the respondents said that they were ‘never’ listen to the discussion and report back to the class.

As reply to item 5 shows, the student tried to correct themselves when they feel that they did not use the correct form while speaking 33 (25.38%) rarely and 97 (74.62%) of the respondents said that they never try to correct themselves.

In the item also reveals that 30 (23.08%) of the respondents said that they were rarely confident and motivated to learn speaking in the classroom in speaking English and the majority of the respondents 100 (76.92%) replied by rating under “Never”, they did not made confident and motivated to learn speaking in the classroom in speaking English. As Dornyei (2005) describes that self-confidence is one way of promoting learners’ internal motivation in order to engage them in language tasks and develop their oral skill practice. Students with high self-confidence are interested to engage in any language activities and they develop a sense of motivation in order to achieve success.

To conclude points discussed above, most of the students answered their role in using speaking strategies for speaking skill is rarely and almost never. The students do not participate actively in speaking skills and do not speak English inside the Classroom any time. Moreover, they do not participate in pair and group work to practice speaking and they never made confident and motivated to learn speaking in English classroom.

Therefore, the findings obtained from the students' responses through questionnaire revealed the teachers never use speaking strategies to teach speaking skills and the teacher never encourages students to establish a warm rapport with the students. Furthermore, the teachers did not use different activities to teach speaking skills in English language classroom, and they do not listen to the discussion and report to the class any time.

4.2. Analysis of Teachers' Interviews

The researcher prepared ten interview questions for the teachers and video recordings (Please refer to Appendix –B and D). He asked four grade nine teaches based on confidence and motivation of students, frequency of teaching speaking in English, types of speaking strategy, Adequacy of class room activities designed to teach speaking, types of speaking activities used, the problems teachers encounter in implementing speaking strategy, suggested solutions and the responses of the teachers were analyzed and interpreted as follows.

Teacher respondents were asked if the students confident and motivated to learn speaking skill in the interview guide and all teachers replied that most of the students are reluctant to learn speaking skills in English language classes. In addition, they have lack of confidence to speak in front of their classmate or group members and these are the problems that most of our students encounter in speaking.

The researcher asked why did not students become motivated, and three teachers gave answers saying that the students have not developed speaking skills in lower grade. Moreover the students have lack the basic language skills and they have lack of sufficient

knowledge of language. The other teacher replied that the student laugh when student make error. Therefore, they afraid of speaking in front of their classmate (see appendix-D). Cotter (2007) suggests, “Teachers have to take into account the students perspectives and feelings towards the class. Using this as a parameter, teachers could design tasks that enhance motivation in learners and provide confidence to perform in speaking tasks”. The researcher also suggests that in relation to oral interaction and participation and its effectiveness in class, the students should be oriented towards working greater to develop their communicative abilities by giving them the opportunity to use real language in model where by the teacher can control and provide feedback to language items like accuracy and fluency. In this regard, Shepherd (2004) states that when planning activities oriented towards second language learning, it is important for teachers to consider the use of contextualized material; to increase participation from the students as well as avoiding fears and panic when carrying out the activity.

Concerning how often they teach speaking skill to their students in the classroom, teacher responses reacted to in the following manner. Three teachers answered that they depend on the given topic and the annual plan, but the other teacher said that she teaches speaking skills every day as English teacher because the students should practice speaking skills in the classroom

In connection with whether the teacher uses speaking strategies to teach speaking skills that is stated in item 3 in the interview guide, all teachers gave response saying that they use speaking strategies to teach speaking skills. Concerning question asked to mention the strategies, they replied that debating, role-play, oral interaction, picture based stories, retelling the stories, dialogue and discussion (see appendix-D). However, what the teachers mentioned are activities that promote speaking skills but not strategies.

Respondents of this study were what type of speaking strategies he/she often uses in the classroom through item 4 in the interview guide and all teachers replied that they often use question and answer. In addition, the other teacher said that he uses debating and discussions. For question that was asked to know the reason why teacher did often use question and answer, two teachers replied that the students like to answer single

sentences and the other teacher responded that it is most suitable for the topic and the fourth teacher replied that the students were informed about the topic they can easily speak about topic.

Concerning type of teaching strategies that their students prefer for speaking, two teachers gave response that question and answers because the student like to gave single sentences, but the other two teachers said that the student prefers role play and classroom language such as, asking to borrow something from their partners, asking for clarification.

Teacher respondents were which type of speaking strategies are more effective for students to develop their speaking skill, one teacher said that she did not think that the strategies which are more effective but if teachers encourage and motivate the students to practice speaking and other students did not laugh at their partner (see appendix-D). It is so nice. Three teachers gave response to strategies that develop speaking skill such as puzzles, role-play, task based and discussion. The data from teachers' classroom observation also depicted that questions and answers were dominant activities used in the classroom. The classroom observations and recordings also showed that teachers use group discussion methods very occasionally. From the twelve successive classroom observations, the first teacher used them once while the other three teachers did not use them.

Concerning do the teachers think that teaching speaking strategies helps students to improve their speaking skills, one teacher replied that not at all, because speaking need previous skills, for example mastering the vocabulary, using grammar. The second teacher said that she did not think that the strategies helps students to improve their speaking skill, but if teachers encourage and motivate the students to practice speaking and other students did not laugh at their partner helps students to improve their speaking skill (see appendix-D). These ideas asserted by Atkins, et.al (1996) that, "Most preparatory and high school students tend to believe it is bad to make errors as they will be ridiculed (laughed at) by other students or by their teachers." Additionally stated by Harmer, (1991), "If the teachers correct whenever there is a problem, the conversational

flow as well as the purpose of the speaking activity will be destroyed.” The other two teachers replied that teaching speaking skills to improve oral communication, to improve the fluency and confidence of every student.

For question asked to know what kinds of activities does often teacher uses for speaking skills question No 8, three teachers gave answer the kinds of activities the teachers often used in class room are group discussion, question and answer ,conversation, games. One teacher gave answer that selecting some favorable passages and speak about that from their memory or question and answer write in their pair or group members. Asked why the teacher did often use question and answer predominantly, one teacher replied that to develop speaking skills and the students practice speaking without shame. The other teacher replied that the students like to answer single sentences because of that she used question and answers (see appendix-D).

Asked what problems had teacher observed that hinder in teaching strategies of speaking in the classroom. Three teachers responded that, lack of back ground knowledge, lack of enough skill or ability of the language for each level are great problem, but the other teacher replied poor teaching and learning method from the lower grade (see appendix-D).

Question asked if the teacher does have suggestion about speaking strategies to implement in the class room, one teacher replied speaking strategies to implement in class room need some special encouraging teaching material and teaching method for English class room, the other teacher said to motivate students using different exercise.

The major findings of teachers’ interview on implementing speaking strategy shows students lack of confidence and motivation to learn speaking skills, and students lack of basic language skills and knowledge of language. In addition, teachers do not have awareness of speaking strategies to teach speaking skills. Moreover, teachers did not use different activities that promote speaking skills and Students were shy and afraid of making errors to speak in front of classmates or group members.

4.3 Analysis of Classroom Observations

Table 5: Checklist to identify Teacher`s role in implementing speaking in classroom.

To see if the teachers play their role effectively in classroom to implement speaking strategies to teach speaking skills, a checklist was prepared and used during the classroom observations as follows.

No	Item: The role of teacher in the class room	Days	Teacher 1		Teacher 2		Teacher 3		Teacher 4	
			Yes	No	Yes	No	Yes	No	Yes	No
1	The teacher arranges and organizes students in groups for speaking skills in the classroom	1		√		√		√		√
		2	√			√		√	√	
		3		√		√		√		√
2	The teacher gives chances to students to participate in speaking activities in the class room	1		√	√			√		√
		2		√	√			√		√
		3		√		√		√		√
3	The teacher advises and guides to use speaking strategies in the classroom.	1		√		√		√		√
		2	√		√			√	√	
		3		√		√		√		√
4	The teacher encourages students to say something in English to practice speaking.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
5	The teacher monitors student`s performance in speaking.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
6	The teacher provides different speaking activities to develop speaking in the classroom.	1		√		√		√	√	
		2		√		√		√		√
		3		√		√		√		√
7	The teacher teaches speaking strategies in the classroom.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√

As mentioned earlier in this paper, twelve successive classroom observations (three for each section) made to see the classroom practice of implementing speaking strategies.

The observations were made according to the checklist prepared for this purpose as shown above. The checklist used and filled for three days separately for four classes of observations.

The above observation check list first item depicted that, two teachers were arrange and organize students in groups in the class room for speaking skills, but the other two teachers` do not arrange and organize group in the class room for speaking skills. Additionally, two teachers were not seeing presenting and managing the lesson by using appropriate time even for other skills. They spent much of the time presenting the lesson mainly through explanation (see appendix-E). In item 2, The three teachers were not see giving chance of speaking for the students to participate in activities under practice, but only one teacher gave a chance to students to participate in speaking activities in the classroom. The teachers repeatedly have seen giving some chances, only to few talkative students in the class.

Considering the teacher advises and guides during group/pair discussion for speaking skill in the class room, on the second observation day the three teachers` were seen when they were guiding advising and supervising during group discussion for speaking skill in the class room. However, in other days they had not seen guiding group discussion The main activities done in the class had seen to be reading textbook passages` and writing activities`(see appendix-E). In Item number 5, none of them has seen monitoring student`s performance in speaking. Concerning item 6, the four teachers, encouraging students to say something in English to practice speaking. The main activities done in the class had seen to be reading textbook passages`, and writing activities`. In item 7, the four teachers have not seen teaching speaking strategies in the classroom.

The data from other tools teachers` interview and the recordings (see appendix- D ), also showed that teacher`s role in developing speaking has found not enough. As mentioned in the preceding pages of this paper teachers have very rarely seen in organizing group work and managing the activities, checking students speaking performance, they have not seen

giving activities free expressions and they have not seen advising to use strategies to learn speaking in a class and teaching speaking strategies in the classroom.

Table 6: Checklist for identifying strategies used by teachers

To want to know what kinds of strategies used by teachers to practice speaking in class, a checklist was prepared and used during the classroom observations as follows.

no	Item: The teacher use this strategies in the class room	Days	Teacher 1		Teacher 2		Teacher 3		Teacher 4	
			Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher helps students discover what ways of learning work best for them in developing speaking skills by focusing on the content.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
2	The teacher teaches students speaking strategies such as using repeating and imitating, opening and closing greeting, and well come speech to develop speaking.	1		√		√		√	√	
		2		√		√		√		√
		3		√		√		√		√
3	Teacher encourages students to speak English inside the classroom and to establish a warm rapport with the students, by allow for students rehearsals.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
4	Teacher encourages students to asking for clarification, what? repetition , excuse me, asking direction, and sorry use language to talk	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
5	Teacher helps students to lengthen time between questions and answer using fillers; I mean, well, in order to gain time to process by using appropriate opening and closing.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√

no	Item: The teacher uses the strategies in the classroom.	Days	Teacher 1		Teacher 2		Teacher 3		Teacher 4	
			Yes	No	Yes	No	yes	no	Yes	No
6	The teacher encourages me to take turn talks, to negotiate in speaking with my friend to use yeah, hey, right, say, I mean, well and so.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
7	Teacher helps students to use formulaic expressions and transaction speech.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
8	Teacher Encourages students to use performance speech, and conversation maintenance clues	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
9	Teacher encourages students to appeal for assistance and talks by using an appropriate form in speaking.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√

As can be seen from the checklist, not all teachers helped the students to discover what ways of learning work best for them in developing speaking skills by focusing on the content in the classroom for speaking skills in item 1.

In item 2, the four teachers have not seen helping them keep on talking through speaking strategies using repetition, definitions, interaction speech in opening and closing greeting, well come speech.

Considering the encouraging students to speak English inside the classroom and to establish a warm rapport with the students, by allow for students rehearsals, all teachers` were not been seen when they were encouraging students to speak to establish a warm rapport with the students classroom.

In the Item number 4, two teachers were seen encouraging students to asking for repetition (excuse me and sorry to use language to talk shopping, but the other two teachers were not seen Encouraging them to speak English inside the classroom. In the items 5, the four teachers were not seeing helping them to lengthen wait time between question and answer using fillers in order to gain time to process. In the table above item 6, The teacher was seen encouraging students to take turn talks, to negotiate in speaking with their friend to use yeah, hey, right, say, I mean, well, to practice speaking. However, the main activities done in the class were seeing reading textbook passages and writing activities.

In the item 7, to help them to use formulaic expressions or transaction speech getting goods and services stage, how, how much does-----cost? Giving, obtain information, describing something; all teachers were used only one day. However, in the item 8, the all teachers were not seen helping them to use conversation maintenance clues (right, okay, I'm, yeah) in the classroom. Finally, on last item 9, all teachers were seen encouraging them to appeal for assistance from the interlocutor to get word or phrase for debating and turn talks. The data from other tools students' questionnaires, teachers' interview and the recordings, also showed that teacher's use of speaking strategies found not enough in teaching speaking (see appendix D and E). As mentioned in the preceding pages of this paper teacher did not aware of speaking strategies to teach speaking skills to practice speaking in the classroom.

Table 7: Checklist for Identifying Activities Used for Speaking Skills

To see what kinds of activities are given to the student to practice speaking in class, a checklist was prepared and used during the classroom observations as follow

No	The following activities are in the classroom.	Days	Teacher 1		Teacher 2		Teacher 3		Teacher 4	
			Yes	No	Yes	No	Yes	No	yes	No
1	Students practice information gap activities for speaking.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√

2	Students use problem solving activities such as puzzles, fables and stories telling oral to develop speaking	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
3	Students practice role play activities or taking the role of the others and acting as it	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
4	Students have group/ pair discussions/ debating for learning speaking skill and reporting orally.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
5	Students use pictures order activities to tell its order to practice speaking	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
6	Students prepare to talk about a hobby or personal interest for two or three minutes	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
7	Students use drills and dialogues to practice speaking	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√	√	
8	Students guess activities to practice speaking.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√

As can be seen from the checklist item 1, 2 and 3, all students do not seen practicing information gap activities to practice speaking, Problem solving activities such as puzzles, fables and stories telling and role play activities. In the checklist above table item four, only one day have seen use group discussions for speaking and reporting discussion orally to participate in speaking in the class room. But, the teachers repeatedly have seen giving some chances only to few students in the class. However, almost no students` have seen actively participating in discussion (see appendix-E).

Considering whether the students use activities of picture orders to tell its order to practice speaking and practicing to prepare to talk about a hobby or personal interest for two or three minutes in the class room, students` do not have seen when they doing the activities. Only one-session students have seen using drills, dialogues to practice speaking in checklist above item seven. However, on checklist above item eight, shows the students do not have seen using guessing activities (see appendix-E).

Table 8: Checklist to Identify Student's Role in Using Speaking Strategies

To know how often students implement their roles to learn speaking skills, a checklist was prepared and used during the classroom observations as follows.

No	Items	Days	Teacher 4		Teacher 2		Teacher 3		Teacher 4	
			Yes	No	Yes	No	yes	No	Yes	No
1	The students `speak in English inside the Classroom in any time.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
2	The students `ask their teacher for clarification when they don't understand what he/she says.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
3	The students `participate in pair and group work to practice speaking.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
4	The students `listen to the discussion and report orally back to the class.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√
5	The students `try to correct themselves when they did not using the correct form while speaking.	1		√		√		√		√
		2		√		√		√		√
		3		√		√		√		√

As illustrated on the checklist, all students` were not seen `speak in English inside the Classroom and the students did not` ask their teacher for clarification in the class room for speaking skills in item 1 and 2.

As can be drawn from the checklist above item 3, some students have seen to participate in pair and group work to practice speaking. In checklist above item 4, the students ` were not seen listen to the discussion and reporting it back to the class (see appendix-E).

The result detected from above table item 5, about students `try to correct themselves when they did not using the correct form while speaking. Students cannot view to correcting themselves in speaking when they did not using the correct form of word while speaking.

The findings of the twelve classroom observations are; the teachers did not encourage their students to practice speaking, the teachers never used speaking strategies for speaking skills and the teachers show poor guidance and monitoring towards the group work of the students. In addition, the activities provided for teaching speaking skill are not suitable for students, the students showed lack of interest in participating in the group discussion, Students are shy and afraid of making errors to speak in front of class mates or group members, and the teachers observed giving chances for few students` to participate in group discussion.

4.4 Triangulation of Data

When triangulating data from different tools, the main findings of implementing speaking strategies obtained from the students' responses through questions were ,the teachers never used to teach speaking strategies for speaking skill, they do not use different activities for speaking skills in the class room, the teachers do not give chances to all students to participate in discussions, the students do not listen to the discussion and report back to the class and the students` do not speak English inside the Classroom in any time. These indicate that teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking is very limited. But teachers have responsibility to make lesson more easy and clear to the students' feelings towards their level. It asserted by Cotter (2007) suggests that teachers have to take into account the students perspectives and feelings towards the class. Using this as a parameter, teachers could design tasks that enhance motivation in learners and provide confidence to perform

in speaking tasks. And make learning faster and easier for student. It quoted by Oxford,(1990) “specific actions taken by the teacher to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.” The main goal for teaching speaking is for communication. The aim of speaking is to encourage students, to exchange ideas and opinion to each other. This means speaking is exchanging and transferring ideas and own opinion from one person to another person and variety of demands are in place at once monitoring and understanding the other speakers.

The findings of teachers’ interview on implementing speaking strategy are, the students show lack of confidence and motivation to learn speaking skill, the students have lack the basic language skills ,sufficient skill ,knowledge of language and ability for their level, the teacher did not aware of speaking strategies to teach speaking skills , the teachers did not used different activities which promote speaking skills and Students are shy and afraid of making errors to speak in front of class mates or group members. And the findings of the twelve classroom observations are the teachers do not encourage their students to practice speaking; the teachers never used speaking strategies for speaking skills, the teachers show poor guidance and monitoring towards the group work of the students, the activities proved for teaching speaking skill are not suitable for group discussions, the students showed lack of interest in participating speaking. This implies that the student do not practice speaking using of strategies. Because strategies help to achieve teaching and learning goals.

Some language teachers and the researcher of this study find it difficult to implement speaking strategies for speaking skills in English class room. This is true when researcher discussed on data collected from all instruments. The data from other tools teachers’ interview and the transcribed video recordings (see appendix- D and E), also showed that teacher’s role in developing speaking has found not enough. As mentioned in the preceding pages of this paper teachers have very rarely seen in organizing group work and managing the activities, checking students speaking performance, they have not seen giving activities free expressions and they have not seen advising to use strategies to learn speaking in a class and teaching speaking strategies in the classroom.

Spoken language production is considered one of the most difficult aspects of language learning Brown and Yule (1993:25). The implications of speaking strategies in English class room need some activities promote student to improve their skills and offered the student to be motivated. It asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. Effective teachers teach students speaking strategies: using minimal responses, recognizing scripts and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it

Language teaching is to prepare learners to be able to use the language. It stated in Davies and Pears (1998) that, the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. According to Hedge (2000), socio affective learning strategies are concerned with the learners' emotional requirements such as confidence, while social strategies lead to increased interaction with target language. Hedge (2000) also confirms that socio affective strategies are those, which provide learners with opportunities for practice. The researcher of this study believes that insufficient ability of speaking might result from ineffective using of speaking strategies in teaching speaking skills. Teachers should encourage students` to use language in oral productions and make them aware of the strategies to achieving the speaking skills. The oral communication development is difficult skill from other skills.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

As indicated in chapter one, the main objective of this research is to identify strategies teachers use to implement speaking strategies in the classroom and thereby to find possible solution for the existing problems. Based on the data gathered and analyzed from the students and the teachers through questionnaire, interview and classroom observations, the following conclusions were drawn.

It is obvious that the role of language teacher is to create conducive environment for learning. To do so, teacher is expected to employ different strategies and teacher has to play the role in all stages. However, all the data showed that the teachers were not playing active roles in implementation of speaking strategies in the classroom. They did not present the lessons in appropriate way to that create opportunity for students practice speaking in English. Little time has that create an opportunity for students been given students to practice. It observed from the data that they did not create enough opportunities for students to use different speaking strategies in a real life communication. The data revealed that they rather focused on doing activities in the textbook mainly through reading passages, grammar rules, question and answers.

However, language teachers are expected to teach and implement speaking strategies for speaking skills by using different activities and strategies. The data indicated that the teachers were not using the strategies of teaching speaking and they were not aware of the speaking strategies. The activities mostly used by them were questions and answers, dialogues, explanation. The students have seen reading, writing and listening when teachers were reading. The way teachers encourage their students has discouraged them to practice speaking skills. The teacher cannot encourage the students in speaking skills as of their needs.

Teachers are required to use speaking strategies that enable students to use the language for communication in real life. However, the study showed that the teachers were not using different activities, which help their students to develop and improve speaking skill in English language as the analysis of the data reveals the activities in the textbook were not adapted to meet the needs of the learners. The students observed reading the activities and writing the answers in their exercise books.

To develop their speaking skills, the students should play their own role. The data indicated that they mostly tended to be passive in the classroom in speaking, whenever the lesson is speaking. This has happened because the teachers did not encourage the learners to participate in speaking activities and students were observed working rarely in pairs or groups. In nut shell, the students have their own contributions for less achievement in speaking skills.

5.2. Recommendations

The researcher forwarded the following recommendations based on the findings of the study:

- Teachers should play the role in creating opportunities for teaching and implementing speaking strategies for speaking skills through presenting appropriate lessons.
- The teacher should play their role in encouraging, supervising, guiding, motivating, and managing the students learning performance in speaking.
- The teachers should use different strategies to accommodate teaching speaking in the classroom.
- Teachers had better use pair group work, oral report, interview, debating, discussions, and presentation to develop the students' speaking skills.
- Teachers should teach speaking strategies for speaking by integrating with other skills, especially with listening, reading, and writing. To do so, they have to employ strategies by using activities such as problem solving, role-play, group discussion, and picture stories.

- Teachers have to be trained to improve their English through different language teaching trainings and the teacher should be aware of different language teaching and learning strategies.

To conclude, the following possible solutions are recommended by the researcher:

- Teachers should try to fulfill necessary conditions for effective mode of teaching and implement speaking strategies in order to help the students' communication and participation in speaking.
- Teachers should be models and try to motivate all students to participate in group or pair discussions so that they can avoid the domination of few top students..
- Teachers should encourage and motivate their students speak in English in the classroom as well as outside the classroom.
- Finally, the researcher would like to suggest concerned bodies to conduct further studies in the area to investigate the problems that have not been identified by this study.

References

- Abdisa Guye. (2011). *The Practice of Teaching Speaking Skills at Ayertena Secondary School*: MA Thesis. Addis Ababa.
- Alamawum Taye. (2014). *An Evaluation of the Design of the Speaking Lesson in Grade 11 English Text Book in terms of Promoting Cooperative Learning*: MA Thesis. Harmaya University.
- Atkins, J. Hailom, B and Nuru, M. (1996). *Skill Development Methodology Part I*: Addis Ababa: Addis Ababa University.
- Atkins, et al. (1995). *College English Vol I*: Addis Ababa University Press.
- Bachman, L, & Palmer, A. S. (1996). *Language Testing in Practice*: Oxford. Oxford University Press.
- Baker, Westrup, H.(2003). *Essential Speaking Skills*: Language Teachers. London Continuum.
- Breen, M., and C. Candlin. (1980). *The Essentials of a Communicative Curriculum in Language Teaching: Applied Linguistics*, 1(2), 89-112.
- Best, J and Kahan. (1989). *Research in Education (6th Ed.)*. New Jersey: Print cal-Hall.
- Brown, D. (2007). *Principles of Language Learning and Teaching*: New Jersey Prentice Hall Regents.
- _____. (2000). *Principles of Language Learning and Teaching (4th ED)*. San Francisco: Addison Wesley long man.
- _____. (1994). *Teaching by Principles: An Attractive Approach to Language Pedagogy*. Upper Saddle River.
- Brown and Yule, G (1993). *Teaching the Spoken Language*: Cambridge: Cambridge University Press.
- Bygate, M. (1987). *Language Teaching a Scheme for Teacher Education: Speaking*. Oxford. Oxford University Press.
- Caret, R. and Nunan, D. (2004). *Teaching English to Speaker of other Languages*: Cambridge: Cambridge University press.
- Cazden, C. (2001). *Classroom Discourse. The Language of Teaching and Learning*: Portsmouth (NH): Heinemann.

- Chaney, A.L and T.L. Burk (1998). *Teaching Oral Communication I Grade k-8*: Boston: Allynand Bacon.
- Chamot, A. (2004). *Issues in Language Learning Strategy Research and Teaching*: Electronic Journal of Foreign Language Teaching 1 (1).14-26.
- Chamot, AU, & Kupper. L. (1989).*Learning Strategies in Foreign Language Instruction*: "Foreign Language .Annals," 22, 13-24.
- Chastain, K. (1998). *Developing Second-Language Skills*; Theory and Practice, 3rd ed. Harcourt Brace Jovanovich, Inc.
- Cheung, H. (2001). *The use of Popular Culture as a Stimulus to Motivate Secondary Students `English Learning: ELT Journal vol.55 (1). P, 17-26.*
- Clark, J. 1987 *Curriculum Renewal in School Foreign Language Learning*. Oxford: Oxford University Press.
- Cohen, A. (2007). *Strategy Training for Second Language Learners*: (Retrieved on October, 20,2011,<http://www.cal.org/resources/Digest/0302cohen.ht>
- Cohen and McDonough, et al. (1993). *Materials and Methods in ELT A Teacher's Guide*: Oxford, England: Blackwell. 318, pages. Interest level: Specialist.
- _____ (2005). *Research Methods in Education* (fifth Ed). London: Taylor and Francis groups.
- Cohen, L. Manion, L, and Morrison, K. (2000). *Research Methods in Education Fifth Edition*. New York: Rutledge Flamer.
- Cole, R. W. (2008). *Educating everybody's Children*: Diverse Teaching Strategies for Diverse Students, Revised, and Expanded second ed. Virginia: Association for Supervision and Curriculum Development (ASCD).
- Cotter, Ch. (2007). *Speaking Well - Four Steps to Improve Your ESL EFL Students Speaking Ability*: Retrieved March 12, 2017 from: <http://ezinearticles.com/?Speaking-Well--our-Steps-To-Improve-Your-ESLEFL-Students-Speaking-Ability&id=631232>
- Davies, P, & Pearce, E. (2000). *Success in English Teaching*: Oxford University Press
- Dickinson, L. (1995). *Self-Instruction in Language Learning*: Cambridge: Cambridge University Press.
- Doff. A. (1988). *Teacher Training Course for Teachers*. Cambridge: CUP.

- Douglas, H. (2007). *Teaching by principles: An interactive approach to language*
- Dornyei, Z. (2005). *Motivational Strategies in the Language Classroom*: Cambridge: Cambridge University press.
- Ellis, R. (2003). *Task Based Language Learning and Teaching*. Oxford: oxford University press.
- _____ (1997). *Second Language Acquisition*: New Zealand: Oxford University Press.
- Fasil Demise. (1992). *Communicative Strategies Employed by Senior High School Students in Oral Production of English: MA Thesis. Addis Ababa University.*
- Feda Negesse, (2002). *The Organization of Group Work in Spoken English II Classes: Adama and Jimma Teachers Colleges in Focus. MA Thesis. Addis Ababa University*
- Fraenkel, R. & Wallen, E.(2006). *How to Design and Evaluate Research in Education*: Sanfrancisco State University: McGraw-Hill
- Freeman. (2000). *Techniques and Principles in Language Teaching*. London: Oxford university press.
- Hallowell, S. (1998). *Teaching English in the Primary School*: Longman Handbooks for Language Teachers.
- Hedge. (2000). *Teaching and Learning in the Language Classroom*: Oxford: OUP.
- Jeremy Harmer. (2007). *The Practice of English Language Teaching*: Longman: Pearson
- _____ (2001). *The Practice of English Language Teaching*: Malaysia: Pearson Education Limited.
- _____ (2001). *The Practice of English Language Teaching (3rd Ed)*: Long man: Pearson. Course for TEFL (Oxford) Ken worthy, J. Teaching English Pronunciation.
- _____. (1991). *The Practice of English Language Teaching*: London. Longman.
- Jenenew Bekele. (2006). *Teachers' and Students' Role Implementation in EFL Speaking Classroom*: MA Thesis. Addis Ababa University.
- Kayi, H. (2009). *Teaching Speaking: Activities to promote speaking in a Second language*: [http://unr.edu/homepage/hayriyekkayih\[at\]unr.nevada.edu](http://unr.edu/homepage/hayriyekkayih[at]unr.nevada.edu) University of Nevada (Nevada, USA)

- Krashen, S, D, (1982). *Principles and Practice in Second Language Classroom*: Cambridge. Cambridge
- Little wood, W. (2007). *Communicative Language Teaching*: Cambridge .Cambridge University.
- Mohan. (2003). *Speaking English Effectively*. New Delhi: New Age International LTD.
- McDonough, and C. Shaw, (2003). *Materials and methods in ELT A teacher's Guide*: McDonough, et al. (1993). *Materials and methods in ELT A teacher's guide*: Oxford, England: Blackwell.
- Nation, I. S. P and Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*: ESL & Applied Linguistic Professional series, Rutledge Tailor and Francis Group.
- Nunan, D. (2003). *Practical English Language Teaching*: NY: Grew Hill.
- _____(2003). *Materials and Method in ELT A Teacher's Guide*: Oxford: Blackwell Publishers Ltd.
- _____(1985 a). *Language teaching Course Design*: Trends and Issues. Adelaide: National Curriculum Resource Center.
- _____.(1991). *Language Teaching Methodology*: Book for Teachers. New York: Prentice Hall International.
- O'Malley and Chamot.(1990). *Learning Strategies in Second Language Acquisition*. Cambridge: CUP Oxford.
- Osborn, S, & et al. (2008). *Public Speaking Guidebook*: Boston: Pearson.
- Oxford, R. (2001). *Language Learning Strategies: In Rcarter and D.Nunan Ed the Cambridge*. Cambridge: CUP.
- Oxford, R, L. (1990). *Language Learning Strategies*: New York: New Bury House Publishers.
- Parrott, M. (1991). *Tasks for Language Teachers: Cambridge: Cambridge*. University Press.
- Penny, Ur. (2009). *A Course in Language Teaching Practice*: Cambridge: Cambridge University Press.
- Peter, J. (2006). *Current Trends in the Development and Teaching of the four Languages Skills*: Berlin: Die Deutsche Bibliotheca.

- Prabhu, N. (1987). *Second Language Pedagogy: A Perspective*: Oxford. Oxford University Press.
- Richards, J. and Rodgers, T. (2001). *Approaches and Principles in Language Teaching: (second Ed)*. Delhi. CUP.
- _____. (1986). *Approaches and Methods in Language Teaching*: Cambridge: Cambridge University Press.
- Richard J.C. (2006). *Communicative Language Teaching Today*: New York: CUP.
- Richards, J. C. (1989). *Modern Foreign Languages and their Teaching*: Cambridge: Cambridge University Press.
- Rivers, W. (1988). *Teaching Foreign Language Skills (second Ed)*. Chicago: Chicago University Press
- Robson, C. (2000). *Real World Research*: Oxford: Blackwell.
- Rubin, J and Thompson's (1987). *Learner Strategies: Theoretical Assumption, Research history and Typology*. Cambridge: Cambridge University Press.
- Salinger and Shohamy. (1989). *Second Language Research Methods*: Oxford: Oxford University Press.
- Sharma, R (2000). *Fundamentals of Educational Research*: McCourt: Inter Publishing House.
- Seifu Amigne. (2017). *An Investigation of the Problems of Grade 11 Students in Speaking Skills*: Mettu Preparatory School in Focus. MA Thesis. Addis Ababa University
- Shumin, K. (1997). "Factors to Consider: Developing Adult EFL Students Speaking Abilities: English Teaching Forum. 35, 3, pp. 20-23.
- Taye Gebrmariam. (2008). *A Comparative Study of Televised and Non-Televised Speaking Skills Teaching Techniques*: MA Thesis. Addis Ababa University
- Tesfaye Aleut. 2007. *Communication Strategies Utilized by Nomo TII Teachers in Oral Production of English: MA Thesis*. Addis Ababa University.
- Ur. P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: CUP.
- Zaremba, A. J. (2006). *Speaking Professionally*: Canada: Thompson South-Western.
- Zhang, Y. (2009). *Reading to Speak Integrating Oral Communication Skills: English Teaching Forum*, 47 (1), 32-34. Retrieved from <http://exchanges.state.gov/englishteaching/forum/archives/2016/09-47-1.html>

Appendices

Appendix A

Questionnaire for students

Adama Science and Technology University

Department of English Post graduate Program (MA) in TEFL

Dear Student,

The purpose of this questionnaire is to gather data for a study leading to an M degree in TEFL-Teaching English as a Foreign Language. This study aims an Investigation of the implementation of speaking strategies in English classroom. It also identifies some problems, if any, which are relate to teaching speaking skills. The researcher hopes that the result of this study will create better awareness about teaching speaking skills. The information you provide through this questionnaire will remain confidential throughout and will only used for this research purpose. Therefore, please be honest and feel free to provide genuine information.

Your contribution to the success of this study is highly appreciated.

Thank you

Sincerely yours,

Part I: Teacher's role in implementing speaking in the classroom

Instruction: The following statements are about the role of English teachers in developing speaking skills. Read the statements carefully and relate them to your current English teacher. Use a tick mark (✓) to indicate the degree to which you agree to their role implementation under the appropriate column: always (5), usually (2), Sometimes (3), rarely (2), Never (1).

No	Item: The role of the teacher in the class room:		Always	Usually	Some times	Rarely	Never	Total
			(5)	(4)	(3)	(2)	(1)	
1	Your teacher organizes students in group for speaking in the class room.	Freq						
		%						
2	Your teacher gives you chances to participate in speaking activities in the classroom.	Freq						
		%						
3	Your teacher guides, encourages and supervises discussion for speaking skill in the classroom.	Freq						
		%						
4	Your teacher encourages you to say something in English to practice speaking	Freq						
		%						
5	Your teacher monitors your performance to see that it is satisfactory in speaking.	Freq						
		%						
6	Your teacher provides different activities to develop speaking in the classroom.	Freq						
		%						
7	Your teacher teaches you speaking strategies for speaking skill in the classroom.	Freq						
		%						

Part II: Strategies used by teacher to teach speaking

The following are strategies used by English teachers to teach speaking skills. Read them carefully and put a tick mark (✓) under the corresponding column: Strongly disagree (1), disagree (2), undecided (3), agree (4), strongly agree (5).

No	Items: Strategies used by teacher		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
			(5)	(4)	(3)	(2)	(1)	
1	The teacher encourages me to develop speaking by focusing on the content of topic.	Freq						
		%						
2	The teacher teaches me using repeating, imitating, greeting and well come speech to develop speaking.	Freq						
		%						
3	The teacher encourages me to establish a warm rapport with the students.	Freq						
		%						
4	The teacher encourages me to ask for clarification, excuse me and sorry to use language to talk.	Freq						
		%						

5	Teacher helps me to lengthen time by using appropriate words gain time.	Freq						
		%						
6	The teacher encourages me to take turn talks, to negotiate in speaking with my friend to use yeah, hey, right.	Freq						
		%						

Part III: Speaking Activities used to develop Speaking.

Instruction: The following questions are asking you how often you do them to practicing speaking. Read each questions carefully and put a tick mark (✓) under each column of the measurements by using the scale below: (5) always, (4) usually, (3) sometime, (2) rarely, (1) never.

No	How often do you do:		Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total
1	I practice information gap activities with my friend in speaking in the classroom.	freq.						
		%						
2	I practice problem-solving activities such as puzzles, fables and stories to tell in oral to develop speaking.	freq.						
		%						

3	I practice role-plays, drama and simulations activities in the classroom.	freq.						
		%						
4	I did group/ pair discussions then I report it orally to the class.	freq.						
		%						
5	I practice picture of stories to tell its order	freq.						
		%						
6	I prepare to talk about a hobby or personal interest for two or three minutes	freq.						
		%						
7	I practice drills, dialogues to practice speaking.	freq.						
		%						

Part IV: Student's Role

Instruction: The following are strategies used by learners to develop speaking skills. Read them carefully and decide whether you use them: (5) always, (4) usually, (3) sometimes, (2) rarely, (1) never. Please put a tick mark (✓) in the space provided corresponding to your answer.

No	Items		Always(5)	Usually(4)	Sometimes(3)	Rarely (2)	Never(1)	Total
1	I speak English inside the Classroom at any time.	Freq						
		%						
2	I ask my teacher for clarification when I do not understand what he/she says.	Freq						
		%						
3	I participate in pair and group work to practice speaking in English.	Freq						
		%						
4	I listen to the discussion and report to the class orally.	Freq						
		%						
5	I try to correct myself when I feel that I am not using the correct form while speaking.	Freq						
		%						
6	I am confident and motivated to learn speaking in the classroom	Freq						
		%						

Appendix B

Teachers Interview Guide Questions

Question Item.

1. Are your students confident and motivated to learn speaking skill? How did they get motivate? Why they did not become motivate?
2. How often do you teach speaking skill to your students in the classroom?
3. Do you use speaking strategies to teach speaking skills? Please mention them
4. What type of speaking strategies do you often use in the classroom? Why you used speaking strategies?
5. Which type of teaching strategies do the students prefer for speaking?
Why did they prefer?
6. Which type of speaking strategies do you think more effective for your students to develop their speaking skill?
Please mention some of speaking strategies that effective to develop speaking
7. Do you think that teaching speaking strategies help students to improve their speaking skill?
8. If you say yes, how speaking strategies help? If you say no, why speaking strategies did not help?
9. What kinds of activities do you often use for speaking skills? Please mention them:
10. What problems have you observed that hinder in teaching strategies for speaking skill?
11. . What do you suggest about speaking strategies to implement in the classroom?

Appendix C

Classroom Observation Checklists

I. General Issues.

1. The school
- 1.1 Name of the school: Gore high school
- 1.2 Grade
- 1.3 Section
- 1.4 Number of students: M F T
2. Date of observation
3. Text book use
- 3.1 Unit
- 3.2 Title of the lesson
- 3.3 Page

Checklist 1: To identify Teacher's Roles in classroom

	Item:	Days	Teacher 1		Teacher 2		Teacher 3		Teacher 4	
			Yes	No	Yes	No	Yes	No	Yes	No
1	The teacher arranges and organizes students in groups for speaking skills in the classroom	1								
		2								
		3								
2	The teacher gives chances to students to participate in speaking activities in the class room	1								
		2								
		3								
3	The teacher advises and guides to use speaking strategies in the classroom.	1								
		2								
		3								
4	The teacher encourages students to say something in English to practice speaking.	1								
		2								
		3								
5	The teacher monitors student's performance in speaking.	1								
		2								
		3								
6	The teacher provides different speaking activities to develop speaking in the classroom.	1								
		2								
		3								
7	The teacher teaches speaking strategies in the classroom.	1								
		2								
		3								

Checklist 2 : To identify strategies used by teachers

No	Item: The teacher use this strategies in the class room	Days	Teacher 1		Teacher 2		Teacher 3		Teacher 4	
			Yes	No	Yes	No	Yes	No	Yes	No
1	Teacher helps students discover what ways of learning work best for them in developing speaking skills by focusing on the content.	1								
		2								
		3								
2	The teacher teaches students speaking strategies such as using repeating and imitating, opening and closing greeting, and well come speech to develop speaking.	1								
		2								
		3								
3	Teacher encourages students to speak English inside the classroom and to establish a warm rapport with the students, by allow for students rehearsals.	1								
		2								
		3								
4	Teacher encourages students to asking for clarification, what? repetition , excuse me, asking direction, and sorry use language to talk	1								
		2								
		3								
5	Teacher helps students to lengthen time between questions and answer using fillers; I mean, well, in order to gain time to process by using appropriate opening and closing.	1								
		2								
		3								
6	The teacher encourages students to take turn talks, to negotiate in speaking with my fried to use yeah, hey, right, say, I mean, well and so.	1								
		2								
		3								

Check list 3: To Identify Activities Used for Speaking Skills

No	The following activities are in the classroom.	Days	Teacher 1		Teacher 2		Teacher 3		Teacher 4	
			Yes	No	yes	No	yes	No	Yes	No
1	Students practice information gap activities for speaking.	1								
		2								
		3								
2	Students use problem solving activities such as puzzles, fables and stories telling oral to develop speaking	1								
		2								
		3								
3	Students practice role play activities or taking the role of the others and acting as it	1								
		2								
		3								
4	Students have group/ pair discussions/ debating for learning speaking skill and reporting orally.	1								
		2								
		3								
5	Students use pictures order activities to tell its order to practice speaking	1								
		2								
		3								
6	Students prepare to talk about a hobby or personal interest for two or three minutes	1								
		2								
		3								
7	Students use drills and dialogues to practice speaking	1								
		2								
		3								
8	Students guess activities to practice speaking.	1								
		2								
		3								

Checklist 4: To Identify Student's Role

No	Items	days	Teacher 1		Teacher 2		Teacher 3		Teacher 4	
			Yes	No	Yes	No	yes	No	yes	No
1	The students `speak in English inside the Classroom in any time.	1								
		2								
		3								
2	The students `ask their teacher for clarification when they don't understand what he/she says.	1								
		2								
		3								
3	The students `participate in pair and group work to practice speaking.	1								
		2								
		3								
4	The students `listen to the discussion and report orally back to the class.	1								
		2								
		3								
5	The students `try to correct themselves when they did not using the correct form while speaking.	1								
		2								
		3								

Appendix D

Transcribed Interviews Made with the Teachers

Teacher One

1. Are the students confident and motivated to learn speaking skill?

Teacher: No, most of them are not confident and motivated.

Interviewer: Why they are not motivated?

Teacher: As I think, they have not developed this skill in lower grades.

Interviewer: If so, how often do you teach speaking skill?

Teacher: Based on the topic, I teach my student this skill always.

Interviewer: Do you use speaking strategies to teach speaking skills?

Teacher: Yes, because teaching and learning process is based on annual plan. I teach this Skill using different strategies.

Interviewer: Would you mind to mention some of them?

Teacher: Yes, they are Discussion and playing different games, speaking with their group members.

Interviewer: What type of speaking strategies do you often use in the class room?

Teacher: I teach my students always based on days topic. But I used conversation, telling stories, puzzles, Word making games.

Interviewer: Why you used it?

Teacher: To motivate the student improving their speaking ability.

Interviewer: How you used it?

Teacher: I used it by, instructing my students to give descriptions, to introduce themselves, to recall Information, participating in dialogues and discussions..

Interviewer: Which type of teaching strategies do the students prefer for speaking?

Teacher: They preferred class room languages for speaking. For example; asking for, asking to borrow something

1. Are the students confident and motivate to learn speaking skill?

Teacher: No

Interviewer: Why not they motivated?

Teacher: Because of the lack of sufficient ability and fear of making mistakes.

Interviewer: If so, how often do you teach speaking skill?

Teacher: Depending on the content of text book and following the given items.

Interviewer: Do you use speaking strategies to teach speaking skills?

Teacher: Yes. That is by suggesting any favorable topic and the students speak freely in the form of discussion, question and answer.

Interviewer: What type of speaking strategies do you often use in the class room?

Teacher: First by giving them some pre activities to understand about the given topic.

Interviewer: Why you used it?

Teacher: Because the student is informed about topic they can easily speak about it.

Interviewer: How you used it?

Teacher: By suggesting example talk about the topic using own words or Interviewer: Which type of speaking strategies do you think is effective for your students`?

Teacher: Most of time the speaking activities are topic related and task based, they may include Communication games, puzzles, and role plays.

Interviewer: Do you think that teaching speaking strategies helps students to improve their Speaking Skill?

Teacher: Yes, because the aim of teaching each oral communication activities is to improve the Fluency and confidence of every student.

Interviewer: What kinds of activities do you often use for speaking skills?

Teacher: I used group discussion, asking and answering question.

Interviewer: what is your reason?

Teacher: To develop their Speaking skill without fear shame.

Interviewer: What problems have you observed that hinder in teaching strategies for speaking skill?

Teacher: Lack of background knowledge.

Interviewer: What do you suggest about speaking strategies to implement in the class room? Teacher: I would suggest that encouraging and motivating the student to think and speak by using the target language in their every day communication is an important strategy to implement in the classroom.

Transcribed Interviews Made with the Teachers

Teacher Two

may ask and answer some question each other.

Interviewer: Which type of teaching strategies do the students prefer for speaking?

Teacher: Talking about their own opinion on the specific topic and making question and answer on the given passage in group or sometimes with their teacher.

Interviewer: Which type of speaking strategies do you think is more effective for your students?

Teacher: Reasoning out simple suggested question from the passage or debating each other.

Interviewer: Do you think that teaching speaking strategies helps students to improve their speaking Skill?

Teacher: Not at all.

Interviewer: Why?

Teacher: Because speaking need previous skill, for example: mastering the vocabulary, using the grammar.

Interviewer: What kinds of activities do you often use for speaking skills?

Teacher: Selecting some favorable passage and speak about that from their memory or question and answer with their pair or group members.

Interviewer: What problems have you observed that hinder in teaching strategies for speaking skill?

Teacher: Lack of enough skill or ability of the language for each level is the great problem.

Interviewer: What do you suggest about speaking strategies to implement in the class room? Teacher: this need some special encouraging teaching materials and teaching for our English class room.

Transcribed Interviews Made with the Teachers

Teacher Three

1. Are the students confident and motivate to learn speaking skill?

Teacher: No, most of them are not confident and motivated but in second semester some students are motivated.

Interviewer: Why not they motivated?

Teacher: As I think they may lack of practice.

Interviewer: If so, how often do you teach speaking skill?

Teacher: Yes. I teach to practicing pronunciation in speaking.

Interviewer: Do you use speaking strategies to teach speaking skills?

Teacher: Yes. .most of time I used question and answer

Interviewer: why you used it?

Teacher: the students like to answer one or single sentences.

Interviewer: Which type of teaching strategies do the students prefer for speaking?

Teacher; they preferred question and answer because they like to answer one sentences.

Interviewer: Which type of speaking strategies do you think is more effective for your students to develop their speaking skill?

Teacher: I do not think strategies are important but teacher's encouragement is important and if the other students they do not laugh at their peers.

Interviewer: Do you think that teaching speaking strategies helps students to improve their speaking skill?

Teacher: Yes.

Interviewer: What problems have you observed that hinder in teaching strategies for speaking skill?

Teacher: Lack of background knowledge.

Interviewer: What do you suggest about speaking strategies to implement in the class room? Teacher: I would suggest that encouraging and motivating the student to practice speaking and the other student do not laugh at their mistake.

Transcribed Interviews Made with the Teachers

Teacher Four

1. Are the students confident and motivate to learn speaking skill?

Teacher: No.

Interviewer: Why they are not motivated?

Teacher: As I think they have not the basic language skills.

Interviewer: If so, how often do you teach speaking skill?

Teacher: Depend on different text to initiate their practice.

Interviewer: Do you use speaking strategies to teach speaking skills?

Teacher: Yes.

Interviewer: Would mind to mention some of them?

Teacher: Yes, they are role play, oral instruction and picture based story

Interviewer: What type of speaking strategies do you often use in the class room?

Teacher: I teach my students always question and answer, debating and discussion.

Interviewer: Which type of teaching strategies do the students prefer for speaking?

Teacher: They preferred picture based telling.

Interviewer: What kinds of activities do you often use for speaking skills?

Teacher: Activities which are mention in the text.

Interviewer: What problems have you observed that hinder in teaching strategies for speaking? Teacher: Some strategies are not suitable to practice and could not match with the topic.

Interviewer: What do you suggest about speaking strategies to implement in the class room? Teacher: No. I do not have any idea.

Appendix E

Transcribed Classroom Observation video Recorded

Teacher One

The Third Day Observation (02/09/09)

Unit: A: 9; 2

Topic: A Festival in Ghana

Title of lesson 2: Reading

Text book: page 161____162

Teacher: Good morning, students.

Student: Good morning, teacher

Teacher: Asked about last day's topic. Do you know last day's topic?

Student: yes teacher, one student gave answer about last topic sentence.

Teacher: yes , that is what we seen yesterday.

Teacher: Ok, students, our today's topic is 'reading units 9, under this topic will read the passage and answer the question about the passage. Ok students`.

Student: Ok, Sir

Teacher: Teacher wrote 3 question on the black board. Look at page 161 then I read the passage to you about A Festival in Ghana then you read ok. Then the teacher started to read the passage, then he asked the volutes students

Student: Ok teacher, one student raise his hand

Teacher: The teacher invited to read.

Student: The students started to read. He read all passage.

Teacher: Is there any student to read?

Student: yes yes ss-----no noooo

Teacher: Who say yes? No one raised his/her hand. Ok student. The teacher explains some points about Passage then the students' practices reading activities. Next teacher check students work. Finally he gave feedback. Good bye

Student: Good bye teacher.

Transcribed video Recorded Data

Teacher two

The third day Observation (02/09/09)

Unit: 9

Topic: People traditional culture

Title of lesson: More about adverbs

Text book: page 167

Teacher: Good morning, students.

Student: Good morning, teacher

Teacher: Asked about last day's topic. Do you know last day's topic?

Students: yes teacher, one student gave answer about last topic sentence.

Teacher: yes we seen about topic sentences then he revised the past lesson do you get it.

Student: yes teacher.

Teacher: Ok, students, our today's topic is more about Adverbs' we will see formation of

Adverb, spelling and pronunciation. He gave explanations about it. Then he asked question

Student: a few students were gave response.

Teacher: Teacher gave class work. Are you done?

Student: yes, here teacher,

Teacher: teacher checks for a few students exercise book then he gave feedback. Good bye.

Student: Good bye teacher

Transcribed video Recorded Data

Teacher three

The Second Day Observation (01/09/09)

There is no text book, there is no page

Topic: demonstrative pronoun /there is/there are

Teacher: Good morning, students.

Student: Good morning, teacher

Teacher: Asked about last day's topic. Do you know last day's topic?

Student: yes teacher, some gave answer about topic sentence, there is

Teacher: Do you remember the meaning of there is in Afaan Oromo or in Amharic?

Student: jira.

Teacher: yes, jira, ale we seen about singular. There is then she explain lesson do you get it.

Student: yes teacher.

Teacher: Ok, students, she asked the question and gave some examples then she writes some note with example

Student: Ok teacher a few students were gave response.

Teacher: Teacher started to read the short passage from apices of paper about the Music of Ethiop

Student: students were writing

Teacher: Are you done?

Student: yes, here teacher,

Teacher: she gave class room activities then she checked it.

Student: some students were did the class work.

Teacher: She gave feedback. Then said,” Good bye.”

Student: Good bye teacher

Transcribed video Recorded Data

Teacher Four

The third day Observation (04/09/09)

Unit: revision 3(unit 7_9)

Topic: People Traditional Culture

Title of lesson: Listing

Text book: page: 173

Teacher: Good morning, students.

Student: Good morning, teacher

Teacher: Asked about last day’s topic. Do you know last day’s topic?

Student: yes teacher, one student gave answer about topic sentence.

T: yes we seen about topic sentences then he revised the past lesson do you get it.

Students: yes teacher.

Teacher: Ok, students, our today's topic is 'revision 3 units (7—9), under this topic will see the first lesson is Listing. So we will see dictation, vocabulary, spelling and present perfect tense

Look at page 167 then I read the short passage to you about the Music of Ethiopia

You will write on your exercise book .After that I will check it.

Student: Ok teacher a few students were gave response.

Teacher: Teacher started to read the short passage from apices of paper about the Music of Ethiopia

Student: some students were writing but the most of them simply sitting.

Teacher: Are you done?

Student: yes, here teacher,

Teacher: teacher check for a few students exercise book then he passed to next lesson, about present perfect tense. The teacher gave explanation about it. Then he gave homework for student. Good bye.

Student: Good bye teacher.