

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITY AND LAW

DEPARTMENTS OF ENGLISH

(GRADUATE PROGRAM)



**A STUDY OF GRADE NINE ORAL COMMUNICATION BARRIERS
THAT HINDER STUDENTS ENGLISH SPEAKING SKILLS: CHEFE
SECONDARY SCHOOL IN FOCUS**

BY

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JULY, 2016

ADAMA, ETHIOPIA

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SECONDARY SCHOOL IN FOCUS**

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ADAMA
SCIENCE AND TECHNOLOGY UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING
ENGLISH AS A FOREIGN LANGUAGE (TEFL)**

BY

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JULY, 2016

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DECLARATION

The researcher, the undersigned, declare that this research paper hereby submitted to Adama Science and Technology University for the degree of masters of Arts in English is my original work and that all sources used for the thesis have been duly acknowledged.

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ACKNOWLEDGEMENTS

First of all, I would like to thank my Almighty Lord Jesus. My deepest and whole hearted gratitude go to my advisor, Dr, Mengistu Zelealem, for his remarkable advice and critical comments from the very start of the research work to the end. His valuable advice support and constructive comments helped me a great deal in shaping this paper in to its present form.

My thanks are due also to English teachers and students of Chefe secondary school had involved in this study by filling in the questionnaires administered to them and unreservedly responding to the questions I asked them during the interview. Their involvement in this study is greatly appreciated and contributed to successful completion of this study.

Furthermore, I would like to thank the directors of the school for their patience and support provide. In addition, I thank Yirgalem Alemu to share me his experience to support this thesis.

In addition I would like to express my sincere gratitude to my sister Rediet Tesfaye and Tadelech Tesfaye, who have generously provided me with necessarily relevant materials to conduct this research.

Finally, financial support from Adama Science and Technology University which was used to cover part of the expense incurred in the research work undertaken and in the preparation of the thesis is gratefully acknowledged.

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LIST OF ACRONYMS

MOE.....	Ministry of Education
FLT.....	Foreign Language Teaching
EFL.....	English as Foreign Language
LT.....	Language Teaching
ESL.....	English as Second Language
OCB.....	Oral Communication Barriers
EL.....	English Language
FL.....	Foreign Language
LLP.....	Low Language Proficiency
SPSS:	Statistical Package for Social Science
TEFL.....	Teaching English as Foreign Language

ABTRACT

The purpose of this study was to identify the major oral communication barriers that hinder students' English speaking skill in Chefe Secondary School. To this end, a descriptive method was employed by using both quantitative and qualitative approach. The sample population of the study includes 188 students were selected using random sampling techniques (quota system). Ten English teachers of the target school were selected purposively. The data were gathered through questionnaires, interviews and classroom observation and analyzed through quantitative and qualitative

The finding of the study revealed that English language classroom oral communication interaction was not properly implemented. Most of time the classrooms were dominated by classroom teacher, students' were listening to their classroom teachers' talk than participating in the given activities.

Finally, depending up on the finding, it was summarized and recommended that in order to minimize oral communication barriers. Teachers should motivate the students and give emphasis for oral communication practice in English in the class.

In addition, to promote the students' learning of oral communication in English speaking skill, both English teachers and students have play their appropriate role for students learning oral communication. Besides, the concerned the entire stake holder needs to deal with barriers of large class size related factors to alleviate the problem.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Education can play a powerful role ensuring the institutions adopted to meet individual needs promoting education for all. Joliffe (2007, P. 22). Since new generations are in the era of globalization. Globalization is reflected in the worldwide use of English. Lately interest in the English language as a means of international communication has grown substantially the language of professional communication in various spheres of life. Along with economic globalization, English has increasingly becomes the medium of communication around the world both in local and global context.

Language is a tool with which only human beings share their wish, feeling, thinking idea, etc. But their ability to communicate fails because of communication barriers on the four language skills. Out of these four skills speaking is one with which people express their own feeling. However, speaking is not a mere talking what comes to our minds; rather it is a natural arts and skill given to human beings so as to serve in day to day communication or interaction. Mohan (2003: 43) explains “the art of speech mobile and even divine, it is like candling of the heavens light to show as what glorious world exists and has perfect itself in the man”. In other words Mohan (2003) stated that speech is similar to candle that gives light for a dark room that is it is speech that lighten, the life of human beings.

Thernburg (2009: 1) Describes, “People communicate what they have in mind every day as it is parts of daily life. It does not make speaking easier specially for foreign learners.” Learning new language and speaking it is especially difficult for foreign language (EFL) learners. Effective oral communication requires the ability to use the language appropriately in variety of interaction (Shumin1997).

Relation to this, Rechard (1990) emphasize that the students language proficiency can be improved through the interaction between the teacher and students and among themselves in the real life and authentic communication context. As many studies shown, students in Ethiopia have a very low proficiency in spoken English. They have low oral communication performance because of many barriers, most of the barriers emanated; for instance, in relation to the teachers and learning environment according to the studies conducted by the following researchers:

Jenenew (2006), Abdisa (2011), Mekonnen (2012), and Anegagreg (2007 & 2012). The problems of teaching English especially the problem of oral communication has not yet solved, and one can find much to explore in this field. Because of oral communication play significant role in speaking.

Many researchers like Bailey (2005) and Goh (2007) have proposed methods enhancing speaking skills by means of syllabus design, teaching principle, type of task material, and speaking assessment. Other factors dealing with willingness to communicate divided individual differences in the linguistic and outcomes of language learning, such as motivation, language learning strategies, language anxiety, and others (Dornyei, 2005).

As a researcher observes throughout his teaching experience and as realized from English language teacher, students have lack of oral communication skills. Among the complaint students inability to express themselves, inability to ask question using English, inability to discuss in group and peers are some of the problems and think fear of making mistake during oral communication in the classroom. In case of the above barriers listed, most of the learners are passive to participate on oral communication and they are not voluntary to ask and answer the question in and outside of the classroom.

Therefore, this study will be conducted to assess the main factors of oral communication barriers which make students passive in using the target language to communicate in ELT class.

1.2. Statement of the Problems

Oral communication is one of the important skills that have to be mastered by students in foreign language learning. Indeed learners need to communicate and interact as it helps them in many respects. However Oral communication barriers hinder student's ability not to communicate in the language use.

Some of oral communication problems of learners in the classroom are: Letting the students to listen and speak English language in the class, inability to express their opinion, inability to ask question through the medium of English, inability to discuss in group and peers are some of the problems. Some of the factor that facilitate problems of oral communication of the students are: lack of knowledge or lack of words, lack of self-confidence, anxiety, teacher method of teaching, lack of motivation, and fear of making mistake to communicate with each other in oral. Hui

(2012) Less confidence learners uncomfortable when they are asked for speaking activities, they are not able to take oral tasks as challenges, and these are like threats to them. These major problems expose the learners to speak with their mother tongue.

For instance, Stavens (1983) specifies that time budgeted for teaching and learning the spoken language is not sufficient. In addition, the classroom environment has its own influence on learners to practice oral communication in the target language use.

According to some scholars studies like Esubalow (2011) explain that, one of the main reason low oral performances by many language learners is simply they are not given sufficient opportunities and time to practice the target language in the real practical classroom setting. In similar ways Buzayehu (2011) Describe that, the factors that teacher and students face problems in using the target language. Therefore, the researcher believes that this area needs attention and should be researched. The current study is hoped to fill the existing gap in this particular area of the research in the school. Hence, this heavily initiates the researcher to investigate and fill the gap by carrying out the study on factors affecting the students' learning of oral communication skill.

1. What are some of the barriers that hinder students' oral skill in the class?
2. What are the students' related barriers that affect oral communication skill in the class?
3. What are teacher' related barriers that affect oral communication skill in the class?
4. What are the classroom related barriers that affect students' oral communication skill in the class?

1.3. Objectives of the Study

1.3.1. General Objectives

The main objective of this study is to explore the major oral communication barriers of the students in English speaking skills in ELT class.

1.3.2. Specific Objectives

The specific objectives of this study are:

1. To identify some of the barriers that hinder students' oral communication skills.
2. To identify the students' related barriers that affect oral communication skill in the class

3. To identify teacher' related barriers that affect oral communication skill in the class
4. To identify classroom related barriers that affect students' oral communication skill

1.4. Significance of the Study

The purpose of this study would be identified the barriers of oral communication that contribute in speaking English language of the learners. Therefore, the outcomes of this study can give important insights of the following benefit:

1. It contributes how to improve oral communication skills, and hoped to be useful for both teacher and students to know area of their failure in the target language uses.
2. To contribute the understanding of those factors that play a major role in hindering students developing oral communication skills.
3. To encourage students to use their conscious effort to develop their oral communication skills.
4. Both teachers and students will benefit from the findings which will hopefully contribute for bringing the solution to the barriers that affecting students' learning oral communication skill.
5. In addition, it will be used as source for other researcher as stepping stone for those who want conduct further study in the same area.

Awareness of the factors that contribute to the problem of EFL learner's encounters in oral communication will be benefited both classroom teacher and learners. After this study completed, the finding may help the classroom teacher to overcome the area of the failure, secondly, it help learners to promote the knowledge of oral communication. Thirdly, help curriculum designer so as to develop as guide to prepare material. Therefore, the result intended to inform for classroom teacher and learners will take a mandate for effective teaching and learning oral communication in English language classroom.

1.5. Delimitation of the Study

Language learning and acquisition is the sum total of the combination of the four language skills and there are factors that hinder the developments of oral communication skills of students at different levels. However, this study is delimited to explore some of the major barriers that hinder the development of oral communication of the students among other skill. And the study

conducted in Oromia region in East Showa Zone, in Gimbichu Woreda in Chefe Secondary School in particular grade Nine (9).

1.6. Limitation of the Study

Due to the fact that there was limited use of English in the school, the oral English that would be used by some of the sample students or even some of the teachers would create some difficulties, because, their written or oral English may not be legible to the researcher. So, getting things clearer would take too much time during the data collection and it would be great limitation. In addition, the research would be more comprehensive and wide-ranging if more number of students in the school and would be involved in the study. Besides, the researcher believes that it would be difficult to make generalization based on the side of sample in this study (only 188 students and 10 English teachers). However, the time and financial resource limitations didn't allow the researcher to conduct the study in-depth and for a long time and there is also procedural limitations. Similarly, when the researcher entered to observe classes for the first time the students showed artificial behavior. So, to get sharp and stronger data, the researcher uses repetition methodology.

1.7. Organization of the Study

This paper consists of five chapters. The first chapter is the introduction under which the background, statement of the problem, objective of the study, research questions, significance of the study, scope of the study, limitation of the study and organization of the study are presented. The second chapter is the review of related literature which provides the reader with information that relate to the teaching or learning of English speaking skills and the factors that affect it. The third chapter deals with research design and methodology such as the research setting, sources of data, data collection instruments, and data analysis procedure. The fourth chapter comes with discussion and analysis. In this chapter data collected through questionnaires, interview and classroom observation are analyzed and discussed. The fifth and the last chapter present or summarize the findings, conclusions and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. Introduction

This chapter addresses the issues of research design, research methods, and the total population of the study and sampling of the study with selection mechanism which would be administered to achieve the main objective of the study.

This chapter deals with a brief review of the related literature relevant to the study mainly which is focused on, concept of communication, Oral Communication, Definition of Oral Communication, Nature and Characteristics of Language, Teaching of Speaking, Function of Speaking, Characteristics of a Successful Oral Communication activities, Barriers that Hinder Students Oral Communication Skills, Students Lack of Practice, lack of interest, low English proficiency and the role of students discussion

The chapter also discusses factors that hinder students' oral communication during group discussion like fright, lack of vocabulary and ability, lack of confidence, cultural difference, personal difference limitation of speaking time, In addition, large class size, oral communication environment, time requirements and teachers method of teaching, using more time with mother tongue, the role of teachers task design in the class, and how the teachers conducting classroom atmosphere were discussed.

2.1. The Concept of Communication

The word communication is derived from the Latin term 'communis' (to make common) and 'communicare'(share). Hence communication is defined as the exchange of information, thoughts, ideas, and feelings.

([http://rodigo75-wordpress.com.2011/01/21/understanding the nature of-oral communication](http://rodigo75-wordpress.com.2011/01/21/understanding-the-nature-of-oral-communication)).

Communication is viewed as process of understanding and sharing meaning. Communication composes sets of activities that separate in the perception interpretation and comprehension of meaning of verbal and non-verbal behavior of individual (Pearson and Nelson, 2000).

Rahaman(2010) as cited in (ESP, Vo1.9.No.27) defines as dynamic interactive process that involves the effective transmissions of facts, ideas, thoughts, feelings and value. Therefore, communication is understood as dynamic and systematic process of sharing meaning and

understanding meaning through verbal and non-verbal exchanging between individual and interaction with in a given context (Platter,1981)

2.2. Oral Communication

Oral communication can be oral or written. Written communication is an exchange of ideas through written medium. But oral communication is the spoken interaction between two or more people. Spoken language by nature implies at least two immediate participants, a speaker and a listener.

Oral communication is the art of expressing and exchanging ideas in speech. It is the ability to compose, critically analyze, present and deliver information through verbal and non-verbal interactions. Oral communication requires the background skills of presenting audience awareness, critical listening and body language.

([http://Sydney.edu.au/science/universa science/project skills/jantria/communication –html](http://Sydney.edu.au/science/universa%20science/project%20skills/jantria/communication.html))

Oral communication is a two way of process between speakers and listener and it involves the ability of speaking and understanding. The speaker has to encode the message he or she wishes to convey in appropriate language, while the listener is helped by prosodic features such as stress, intonation, facial expression, body movements and gestures (Bygate, 1987). Oral communication is unique and learned rhetorical skill that understanding what to say and how to say it. Therefore, oral communication skills are asset of abilities enabling individuals to be confident and competent communicators they equip students to efficiently comprehend, criticize and analyze information and communicate clearly.

2.3. Learning Oral Communication

For language learning to take place, there are four conditions that should exist, and they are exposure, opportunities to use the language, motivation and instruction. ‘Learners need chances to say what they think or feel and to experiment in supportive atmosphere using language they have heard or without feeling threatened’ (Willis, 1996, p.7) A fact that is highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs as a result of spontaneous, subconscious mechanisms, which is activated when learners are involved in oral communication.

2.4. The Concept of Speaking Skills

Language is primary means of communication which inter makes man's life straight forward and communication has its central inters this is clearly stated by Infant and others (1993, P.10).Communication is the transferring of information, idea, emotion etc. by the use of symbols, words, pictures etc. or it is a process of exchanging mutually understood symbols to stimulate meaning. In other words communication occurs when humans manipulate symbols to missing in other humans (Infante, 1993).Language is a systematic means of communication by the use of found or conventional symbols, it is also the primary means used by human being to communicate with one another and it is primary spoken (Mohan 2003).As Mohan (2003) explained in the above, communication in speaking needs speakers and listener and they must share common understanding or sense to be communication. Communication in speaking has greater range of expensive possibilities or for a success full communication speaking in primary. Communication can be defined as the process of transmitting information and common understanding from one person to another (Keyton, 2011)

As little (1921:37) Stated "speech is the primary manifestation of language which may provide a key to transition for all students between the spoken and modes" and also speech is more basic language than written form (Freeman, 2000).The researcher understand from the above two persons ideas is that, as speaking is more power full than other skill to express idea through, opinions etc.

Spoken English is extensively used in business, industry and education for day to day interaction. It is also an instrument of intellectual discussion and social interaction among the members of educated class (Mohan, 2003). As Mohan explain that to achieve success in one's career, it is essential to acquire an ability to speak English. Therefore, in the process of teaching and learning the ability of knowing the target language is very important. According to Online Webster Dictionary (2014), language is any means of conveying or communicating ideas can be expressed by writing or any other instruments. It is also defined as the forms of speech and methods of expressing ideas with care of arranging words. Another definition for the language is any system of symbols created for the purpose of communicating ideas, emotions, and commands, between agents. Visit: <http://www.webster-dictionary.org/>

2.5. Barriers to Students' Oral Communication Skills

2.5.1 Lack of Practice

Inability to formulate an idea in English language creates a great problem for students themselves adequately in speaking ELT class because most students spend little time in practicing the skills. Jordan (1997) States this idea:

The most persistent problem for the students is that inability to express themselves adequately in the spoken language one factor was that, for various areas on the students spend little time in actually speaking Ethiopian English typical day that is there seemed to be little opportunity practice.

Practicing speaking skills in ELT class will improve student's ability to express their ideas feelings, opinions, thoughts etc.

Practicing speaking in English class room might improve one's ability of speaking which in turn may play its own in writing too. Ability to speak correctly can consists to write correctly speaking skills need every day activity and continuous practice when students repeat the active they become more effective in speaking communicative skills (little,1981).

2.5.2. Lack of Interest

Lack of interest in topics plays a very vital role in students' active participation in classroom activities. According to Zainal Abidin Bin Sayadi (2009) and Wang Ping (2010), "when something isn't interesting, most people are not willing to talk about it, while one can talk as much as he/she can on his/her interests." Therefore, in the process of teaching and learning the students interest is very important especially in the classroom.

2.5.3. Low English Proficiency

Low English proficiency was one of the main reasons that lead to reticence in EFL classes.

There are factors that have been associated with students' low performance from various scholars. For instance, Vuzo (2010) explain that learners and teacher may have difficulties in using language with educate proficiency at the secondary school. Gee (1992) asserts that it is language that the bushiness of schooling is still primarily accomplished whether that be spoken or

written. If the learner is handicapped, in the language of instruction then learning will not take place of at all as the educator and the learner will not be communicating.

Some researches carried out research in relation to this area are Mekonnin (1998) states that speaking is the most difficult for most Ethiopian students and this show that particular attention and help should give to the students language and study skills. In similar ways Tsegaye (1995) also point out that because of inappropriate learning strategies, students and teacher face problems in using the target language. In addition, there are a number of problems of practicing oral communication activities. According to Rivers (1987) the following are some of the problem in getting learners to talk in the classroom:

- A. Inhabitation: Unlike reading, writing and listening activities, speaking requires some degree of real time exposure to audience...learners are often in habitation in trying to say something in FL in the classroom, worried about making mistakes, fearful of criticism or losing face, simply shy of the attention that their speech attractions.
- B. Nothing to hold say: Even if they are no inhibited, you often hear learners complain that cannot thinking to say; they have no native to express themselves.
- C. Low or uneven participation: The problem is compounded by the tendency of some learners to dominated, while others speak very little or not at all.
- D. Mother tongue use: In class where all or number of learners share the same mother tongue, they may tend to use it because it is easier, because of they face unnatural to speak to one another in the foreign language.

In order to overcome these problems, teachers may give attention to the following ideas suggested bellow by Ur (1996, pp.121-122):

- Use group work
- Base the activity an easy language
- Make a careful choice of topic task to stimulate interest
- Give some interaction or training in discussion skills
- Keep students speaking the target language

Therefore, practicing oral communication is key important to improve their speaking ability as a result practice EL speaking skills key for language learning. As Freeman (2000:43) states

“language age learning is a process of habit. The more often something is repeated the stronger the habit and the greater the learning” therefore, practice is very essential thing to improve the language ability for the learner.

2.5.4. The Role of the Students Discussion

According to Petty (2004,p.38) stated that ‘achieving the two way flow of communication which learning requires is no easy master in practice a number of barriers present themselves preventing or inhabiting effective communication which barriers to learning are experiences will depend on the teaching situation.

Harmer (2001,p.345) State that “students are often reluctant in discussion to speak English in oral classes because they shy and are not predisposed to express themselves in front of other people especially when they are being asked to give personal opinion” As Harmer, states, most students in oral class less participant or passive to discuss with their classmate and they are not prepared them solves to speak in front of others there are techniques that can be used to get such a reluctant student taking in discussions.

Teacher should give chance to students to think about what they are going to say how to say it or teacher should give than quit time to think in their heads about how they will speak or it may mean letting than practice dialogues in small groups, in pair before having to do anything in the whole class (Harmer,2007).

Therefore, classroom teacher should extend oral interaction in the classroom as well as outside of the classroom. This because cowie, H.et al(1994)cited in Fisseha (2006)for example, states:

Learning about negotiation of meaning rather it is transaction and for it to be effective it must rooted in personal significant issues, human setting and social relationships.

So students need to express their ideas freely and their teachers should let the students do extend outside classroom oral activities and comes to class to prevent that ideas. This may help the student to be active in oral communication skills.

2.5.5. Lack of Vocabulary

Vocabulary has been increasingly recognized as necessary to language use. Lack of vocabulary knowledge could lead to students’ difficulties in language reception and production and becomes

an obstacle for them to express their ideas in English, Smith (2011). Vocabulary, as Smith further argues, is the basic for speaking or conversational skill. In this case, the more words students know, the more they can say and understand things presented, both oral and written, in English. The importance of vocabularies for students has also been argued by some theorists like Huyen and Nga, (2003). They say that in order to communicate well in a foreign language like English, students should acquire an adequate number of words and should also know how to use them accurately. This means that teaching vocabulary to the students should also be accompanied by an explanation of each use of the vocabularies given. This kind of opinion is also proposed by Chen (2003, in He and Chen, 2010) arguing that the knowledge of vocabulary is founded to be a causal aspect in oral communication. All these show that mastering more and more vocabularies is important for students in order to speak more frequently in the English class.

Ability or language proficiency is one of the main resources groups need to accomplish their tasks via talking Ellis (1994). Thus it is a main factor that affects the practice of students' learning speaking in small groups.

2.5.6. Lack of Confidence

It is commonly understood that students lack of confidence usually occur when students realize that their conversation partners have not understood them or when they do not understand other speakers (Juhana, 2012, p.102). So, "...the issue of developing oral communication skills becomes problematic when learners suffer from lack of self-confidence. Low of confident feels uncomfortable, afraid and frustrated in the classroom. As a result, they tend to perform with less effectiveness and satisfaction, which is affecting their academic achievement in general". (Al-habaish, 2012,p. 63)

And it is very common to see that 'the attempt to create a negotiating and students centered learning atmosphere in English by teacher is successful. The achievement of effective oral communication teaching becomes daily headache to all English teachers. Inevitably, lack of students' participation leads to the students-center learning English lesson' (fan, 2001,p. 1)

On the other hand, Ur (1996) has also suggested that there are other student's related barriers that hinder the learning of oral communication skills. These problems are indicated in the following ways:

Refrain from oral communication practice: As a problem requires some degree of real time exposure of practice of oral communication in classes, learners can be inhibited about trying to say things in a foreign language in classroom. Their inhibition may be due to worry about making mistakes or fearful criticism in the classroom situations.

Lack of adequate vocabulary: it is also pointed out by Ur (1996:121) as “... you often hear learners complain that they cannot think of anything to say; that have no motivate to express themselves beyond that they should be speaking.” This indicates that due to lack of adequate vocabulary, students can have nothing to say; and they will be discouraged to communicate in the target language.

Mother tongue use: can be barriers in developing oral communication skills of the students especially, in classes where a number of the learners share the same mother tongue. Students may tend to use it, because they feel that is difficult and unnatural to communicate to one another in foreign language.

Involuntary to participation: Ur (1996:20) also argues that participation is the characteristics of successful speaking. As much as possible in the given period of the time allotted to the activities, the classroom talk will be occupied by the learner. Talk active participants that are not dominated classroom discussion. All the learners must get the opportunity to communicate with each other.

Therefore, in the process of teaching and learning self-confidence is very important to be take part in oral communication to ask and answer the question. And to overcome the problem the effort of the classroom teacher and the students should be create a good learning environment.

2.5.7. Cultural Differences

Social roles and rule for speaking differ from one culture to another. These roles and rules have strong effect on speakers' interest, ability, level of student's ability to learn, speak or discuss with others. It is very common that our social status, sex, age and level of education affect the language we use and when we speak. These also specify words and the degree of formality.

The barriers will appear when students transfer their cultural rules from their mother-tongue language into the target language or they are worried to transfer when speaking so they feel

unwilling to speak. To overcome this barrier, teachers of the target language should be aware of all the cultural difference, they have to accept their native differences or teach them the target culture differences.

2.5.8. Personal Differences

Teachers categorize learners into different types. Some like to learn new things and easily use these new items in their lives. Others are hard-learners and hardly remember what they learnt. Learning is a good chance to the first type who prefers trying new experiences and they break all fear barriers easily but the second type needs more challenging time to overcome the problems.

To overcome or at least reduce the amount of unwillingness to speak, teachers diagnose their learners and categorize them into different levels and then treat them all the appropriate way which helps them all either improve or develop self-confidence. To reach this level of efficiency, teachers encourage learners to think of their feelings while learning, think of the learning process itself, connect their learning with the profits they will gain in the present and the future and support them with information about different excellences they benefit when mastering English language speaking skill.

2.6. Classroom Related Factors

2.6.1 Large Class Size

Large class size, staffing teaching and resource and teachers network are major challenges to implement oral communication in the classroom.

In addition, Sarwar (2011) cited in Muluken (2006). And also identified the problems the teachers raised in relation to large class size. This includes:

Teachers feel self-conscious, nervous and uncomfortable under eyes of many students, problem in evaluating oral communication work, shortage of time to help individual students, discipline and classroom problems.

Similarly, Hayes (1997) listed down some of the barriers that students and teachers faced in large class size as follows:

- **Control-** teacher feel that they are unable to manage disciplinary problems

- **Evaluation-** teachers feel uneasy to carry out oral communication assessment for a number of pupils for its demands more time and energy.
- **Individual attention-** many teachers feel they are neglecting the needs of their students as individual.

2.7. Time Requirements and Teacher's Methods of Teaching

Traditional teaching methods do not take more time to prepare teaching materials and create the classroom activities and search for extra information to support teaching and learning process. Roberto (2004) Argue that traditional teaching method and teacher service as the center of knowledge, directing the information. In other words, in the teacher centered approach or regarded as knowledge givers which while learners act as receivers (Brown,1994)

The cause for less language competence could be rooted in the teachers teaching approach. As Criverers (2007, p. 146)State “the most teachers task in the class, the loss space for learner to talk something as a result students way give a little opportunity to practice speaking skills”. As Scrivener expressed in above teachers teaching methods, the main cause for students less language competence because much time needed or used by the teachers rather the students. However, if they involve in communicative activity they will be better language competence for learning.

As Don (2007, p.45) describe “The teachers do not choose their teaching in the vacuum. Their choice of methods significantly affected by the kinds of methods suggested in whatever course of material they teach and by their colleagues”.

Criverers(2001,P.146) State that “teacher should give an opportunity and encouragement to speak will be use full thing to do in class ,and that students con learn to speak by speaking”. And communicative language teaching is used on the beliefs that students will learn best if the participate in meaning full communication. Therefore, the classroom teacher should focus on variety of techniques of teaching oral communication. The Amity teacher's Tool kit (2003) has pointed out five golden rules with regard to teaching of oral skills as discussed below:

Give Students much Opportunity to Practice Oral Communication

One of the best ways of improves student oral communication through giving lot of opportunities for practice. Students will not improve their oral communication unless they practice in the class and out of the classroom. Kramasch(2006) Pointed out teacher should set up the condition under which learners learn to learn. This shows that the teacher should provide maximum opportunity to students to speak the target language by creating a good environment that promotes collaborative work, authentic teaching material and share knowledge. Supporting this Swain (1985) clarifies that we learn to speak by speaking and this is applicable to teachers as well as to students. The more you practice, the more you improve oral skills. In similar way Brown (1994) describes that students should be given adequate opportunities to initiate their oral communication.

A. Provide Ample Listening Practice

Speaking is an interactive skill unless uninterrupted oral presentation given students who do not listen well could not speak the language effectively. This means students who understand well but speaking less well than those who's speaking skill exceeds their listening comprehension.

(<http://www.Amityfoundation.org.page,php?page-147>).

In relation to this, Brown (1994) and Harmer (19991) argue that teacher have to capitalise on natural link between speaking and listening. The listener must pay attention to understand the speaking goal and give response. Therefore, speaking needs the listener to communicate or share ideas with each other.

B. Provide a Chance for Real Life Communication

Rivers (1984) states that teachers can create authentic practice environment within the classroom. This relaxed and atmosphere stimulates interaction which is essential to successful language learning.

Procol (2010) argue that teachers talking time must be kept to maximum in EFL and ESL classes. If this so, students will have the opportunity to speak as often as possible. Allocating much time to students talking can help and create the best environments for practice.

Therefore, when the student should be given enough time and opportunities they can express themselves their own ideas or feelings especially to talk about the topics and develop their oral communication skill they are interested in.

C. Building Oral communication Skills

Naturally, speaking and listening skills do not separately go, one important aspect of building oral skill is learning how interact with other people effectively with English. Some of the specific skills needed for the context include:

- Clarification: Explaining what you mean when others might not understand the speaker;
- Persuasion: when the students might not agree what you are describe with you;
- Requesting: revise and elicit or provide very important information;
- Arranging other people to conversation: giving an activities that can encourage for interaction; and
- Change the style of teaching and topic that is not interesting.

D. Language Games

Gibba (1978) as cited in Rixon(1981) define games as any activity carried out by cooperating /competing decision makers, seeking active their other objectives. If the students understand why they are using to particular game and what skills they are reinforcing by using that particular game, they will be much more in lined to cooperate and enjoy learning (wright, Bettering and Bucky, 1984) Therefore, language game play a greater role among the students and encourage them to use the target language in and out of the classroom.

Many experienced textbook and methodology manual writers argue that game are not just time filling activity but have greater educational values.

(<http://www.Teachingengehgames.com/adults.hun>)

2.8. Using more Time with Mother Tongue

In learning English as a second language, student's first language need useful source but its disadvantage is very high by Harmer (1991).The use of mother tongue by students is one of the problems in pair and group work during oral activity students will naturally resort to their mother tongue when they are language in discussion and sometimes they are un willing to take part in

activities in English if students are speaking in their own language rather than English language during oral activities then, the activity clearly point less (Harmer,1991).As they Harmer explain, the uses of mother tongue by students during oral activity mostly affect their English language speaking skills and the activity itself meaningless.

2.9. The Role of Teachers in Class

In oral /spoken class students do not immediately follow another student rather followed by their teacher to give comments, suggestions for what they are saying; this is true for language learners (Jordon, 1997).

As Jordan (1997) explained, teacher has a dominant position in oral class because most comments for their students immediately before other student saying anything. Learners need teachers and teaching cannot be defined apart from learning because they are interdependent. What makes teaching and learning even more complex is that the practices and the role of the teacher and learners vary from culture to culture because the values and worldviews of learners and teachers also vary from culture to culture. Therefore, the classroom teacher should provide and balance the given activities in the classes.

2.9.1. Teachers Oral Communication Tasks Designs

When we design speaking tasks, one important consideration is the language proficiency level of the students. If we ask them to do task that are above their level, they will simply become frustrated. In successful oral communication tasks, the students talk a lot in the foreign language. One common problem in speaking activities is that students often produce one or two simple utterances in the FL and spend the rest of the time chatting in their native language or with their mother tongue. Another common barriers is that the teacher talks too much of the time, thus taking away valuable practice time from the students (Ur, 1996).

2.9.2 Teacher's Use of the Speaking Strategies

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies: using minimal responses, recognizing scripts, and using language to talk about language, and that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructor help students to speak so that the

students can use speaking to learn. Teachers should have withdrawn from the dominant positions and improve the atmosphere for better communication skills, and act as facilitators

2.9.3. Conductive Classroom Atmosphere

Shummin(1997) Cited in Fisseha 2006) has stated that since EFL students practice the language in their own culture and environment classroom often thoroughly possible setting to speak the language. So, teacher should be to arouse in the students in the students willingness and purpose to speak through providing so far classroom atmosphere that can in turn promote the students oral production activities.

2.10. Lack of Motivation

According to Ur (2005) Claims that in order to get the pupils to communicate with each other and express themselves freely in the target language, it is necessary to use interesting topic. It is commonly understood that students have lack of confidence usually occurs when realize that conversation partners have not understood them, when they do not understand other speakers (Juhana, 2012). In other hand, students who lack confidence...are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentences in the class (Ni, 2012) Less confident learner uncomfortable when they are asked for speaking activities and they are not able to take oral tasks as challenges, and these are like threats to them.

Normazidah, Koo, &Hazita (2012); Trawiński (2005), also presented the factors that impact the EFL learners to have poor performance in English language learning as followings:

- English is regarded as a difficult subject to learn.
- Learners' learning depends on the English teachers as authorities.
- There is a lack of support to use English in the home environment and the community.
- Learners have insufficient or lack of exposure to the language as there is a limited opportunity to use English outside the classrooms
- Students have a limitation of vocabulary proficiency as well as English reading materials are not always available.

- Learners have an unwillingness and lack of motivation to learn English as they do not see the immediate need to use the language.
- Lack of motivation for learning or the negative attitude towards the target language. generally recognized that school have a great deal of trouble motivating their learners often do not see the point working for qualification that they believe no use with them when they leave school without a long term goal for their studies, students become motivate(petty, 2004).Therefore, motivation is the most important powerful in language learning.

2.11. Students Fear of Making Mistake

Most of high school students tend to think that it is bad to make errors or mistakes that they will be ridiculed by other students and by their teacher's (Atkins et.al, 1996) students and their teachers duty is to correct any deviations from total accuracy, therefore, they are careful not to take any risks, not to say anything unless it is correct.

As Atkins explain in the above, students fear to answer even if they know answer of certain question because they think making mistake is bad and as they will be ridiculed by other students and by their teachers (Slaving, 2006).

As far as my personal opinion concerned fear is not simple thing to be obstacle especially to effective speaker of English or communicator to overcome these kinds of problems. This is true for other subjects. Therefore, the researcher will be designed number of activities to encourage the students to take part in.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter addresses the issues of research design, research methods, and the total population of the study and sampling of the study with selection mechanism would be administered to achieve the main objective of the study. Therefore, the methodology of this study involves the following basic elements.

3.2. Research Approach

The research attempts to describe a study on the problem that affect students' oral communication skill at Chefe secondary school. Descriptive method was employed by using both qualitative and quantitative approach. According to Cresswell (2012:535), the basic assumption behind using this approach is that using both quantitative and qualitative approaches provide better understanding of the research problem and answer the research questions than any other approach. Moreover, another condition for using these approaches is that, when "one approach of research is not enough to address the research problem or answer the research questions, this approach is preferable." Kothari (2004) explained that "the major purpose of descriptive is adoption of the state of affairs as its present. In addition to that Corbetta (2003) argue "...different approaches can provide complete vision of social reality...when viewed from different angles (p.51). Usher (2011) Claim that, the association of quantitative and qualitative approaches represent how distinct and approaches to the study is being challenged. As quantitative tries to quantify the problem and understand how prevalent it is by looking for the projectable results to a larger population, it was used since it involved collecting numerical data. It is fast and easier to code, analyze, and interpret to understand the research problem. In addition, qualitative approach was also used because it involved collecting descriptive information that allow the researcher to describe and explain the characteristics of the population or events being studied rather than providing and analyzing the data statistically.

3.3. Research Design

The design of this study is descriptive survey. Since the main objective is concerned with describing the characteristics of a population or events being studied and what is actually hindering students' learning oral communication in English speaking skills, this type of research

design was preferred over the others. Furthermore, the researcher felt that it would enable him to better understand the attitudes and feelings of target population to learning oral communication in speaking English in the classes.

Therefore, both quantitative and qualitative methods would be selected to gathering important information about student's abilities to communicate in the language use and to identify oral communication barriers that hinder students English speaking skills. This method is more important to investigate the data within necessary information regarding to oral communication in the target language use. The above points clearly show us the main use of descriptive survey would help the researcher to perform the design research.

3.3.1 The Setting

The target population for this study the researcher would conduct in grades 9 students' and their respective teachers at Chefe Secondary School. The school was selected purposefully because it has been closer to the researcher's working place and familiar with respondents.

This study would carried at chefe secondary school which is found in Gimbichu woreda in east showa zone. This school is purposefully selected based two major considerations. 1. The school is closed to the researcher working place and observed most of the students had difficulties to use oral communication in English speaking skills and initiate me to identify the barriers of the students that hinder them. 2. And there are a teachers that the researcher personally know who can cooperate for data gathering process to have reliable information as possible.

In addition to this, grade nine students were chosen and they are required to communicate effectively in English with the teachers of the other subjects and their classmates. Thus, it is the level where most of the learners experience difficulties in learning. And I was also aware of the problems as I have professional experiences on the area. Thus, the skills I acquired enable to see this learning English at the level. I then used different inquires to see the problems from different angles. Moreover, the researcher could secure adequate cooperation from school directors and teachers of the school.

3.3.2 Target Population

In this section the participants of the main study were described followed by the procedures used for their selection. Henceforth, the subjects of this study were grade nine (9) students of Chefe

Secondary School who enrolled in 2008 and all English language teachers at chefe secondary school specifically. The total population of the study was comprised 188 of sample students. Among them 46.80 % were males and the rest, 53.19%were females and ten (10) English teachers of the school were taken as purposively. So this is supposed to be a measurable sample size.

3.4 Sampling Techniques

The data of this study would be collected from sample of grade nine (9) students at Chefe Secondary School on the basis of simple random sampling or lottery methods. As Bluman (2009) Describe that random sample are selected by using chance methods and such method is to number each subject in the population. The place cards in the bowl mix them thoroughly, and selected as many cards as needed. According to Dorneyei (2003) Quota sampling is a way of controlling various relevant population characteristics. Total number of the population is 750which is350 male and 400 female. To give equal chance, One fourth of350which is 88(25%) male and 400 female of the total population which is 88(25%) male and 100 (25%) female students were selected as sample of the study. In addition, ten (10) male English language teachers of the school would be selected as purposively. Simple random sampling techniques would be selected in way that each target population with sample frame was assigned a number. Then each member is record on separate pieces of paper and properly mixed and one is selected 188 times. These methods give equal chance for students and help the researcher to collect information from representative sample of the population.

3.5 Source of Data

In this study, the researcher used primary data and mini document of English departments of Chefe Secondary School. The data would be collected from sample students of Chefe Secondary School of grade nine (9) students, and from all English language teachers, English department which is the students' performance on oral communication were observe. In addition, observations concerned to the situation of environment, classroom interaction and facilities, and related matters in the school were some of the sources which are explained as follow:

3.5.1. Students

Students had also taken as source of data to provide important information relevant to the problem at first hand in Chefe Secondary School. There were a total number of 750 students. Each student was distributed across twelve sections for the academic year 2008 E.C. There is an average of 62-63 students in each section. Thus, out of the entire sections using quota system which is 188 sample students were taken by using simple random sampling techniques to gather the information about oral communication barriers that hinder them in the classroom. In order to determine the size of the students from each of the sections, random sampling techniques were used. Consequently, students were randomly taken from each section. Hence, out of the total number of 750 students 188 of the sample students were taken as representative of the target population. On the other hand, the open-ended questions had no option and therefore the participants had an option to provide their opinion. However, at the end of the questionnaire, there was a concluding question where I asked their suggestions that may be effective to overcome the challenges in learning English speaking in the classroom. And the students provided necessary information were provided for the study. Therefore, the students were used as primary source of relevant information.

3.5.2. Teachers

Teachers were one of the most crucial elements in the teaching and learning process. Therefore, teachers were considered to be rich sources of data. With this in mind, the researcher took all English teachers of the school who enrolled in 2008 E.C would be selected as the teacher respondents. Because the teachers were share tasks and teach both grade Nine (9) and grade Ten(10) students. And also teacher were asked question about oral communication barriers, and they fill the given open ended questionnaire. In other hand, teachers provided and describe their feeling about the ability of their students', influence of classroom environment and challenges of oral communication barriers that hinder students' oral communication in the classes. Hence all English teachers of the school who involved in teaching English language were taken as purposively and contributed relevant information for this study.

3.5.3. Document Analysis

The third data gathering instrument which was used in this study was document analysis. The analyses were used to see the students' mark results they achieved on oral communication course.

While the analysis of the learners achievement in the course helped to get information about the extent of the students ability, the analysis of communication materials helped to get information about the kind of oral communication tasks employed in the course in particular, and the weaknesses of oral communication related document in general. These helped to identify whether the students problem(s) of EFL speaking emerged from the speaker or from oral communication related material themselves.

3.6. Ethical consideration

I have maintained a strong ethics while and after collecting the research data. Participants had been given a piece of paper promising that the confidentiality of their names and data would be strictly maintained. I had taken their written consent about the ethical issues and the participants allowed me to use the information only for my research purpose. I gave one signed copies to my Interviewees and kept one with me for any further need.

3.7 Instruments of Data Collection

To gather adequate information for this study, the researcher would be used three kinds of instrument these are, questionnaire, interview and observation which are describe detail in the following ways. The questionnaires are include open ended and closed ended questionnaire, the interview would be used to cross checking to be more strength and observation also another method of data gathering tools.

3.7.1 Questionnaire

The researcher designed questionnaire to collect the necessary information from sample students. Both Open ended and closed ended question would be used. Questionnaires allow the researcher to gather information that learners were able to report about themselves (Alison, 2005) “Questionnaire any written instruments that present respondents to which they were to react either by writing out their answer or selecting from a round exiting answer”(Brown, 2001).Therefore, the questionnaire was distributed for students and teacher of the target population. In addition, to avoid misunderstanding of the students, the questionnaire translated in to their mother tongue. And encouraged students to express their idea freely and give appropriate information. After the data gathered, the researcher used simple statistics or descriptive survey to presented quantitative and qualitatively in the form of the table and percentage.

3.7.2 Interview

Interview is one of the primary data collecting instrument that are classified into structured, semi structured and unstructured. In this study, the researcher used semi-structured interview because it is flexible and shows new questions to be brought during the interviews. Bryan (2008) states the advantage of semi-structured interview is that participants tend to be more open about their view of the world.

Bryan (2012) recommends that the use of interview topics is seen as allowing a greater flexibility in the interview process. The purpose of this interview is to obtain important information about oral communication barriers of English speaking in the class and identify the depth of difficulties of English speaking skills that affect students in the language use.

According to Cohen et.al (2011) also state that the interview is a flexible tool for data collection, enabling multi-sensory channels to be used verbal, non-verbal, spoken and heard. Therefore, interview would be designed and encourage the students to describe the barriers that face them during oral communication learning skills. To make sure, the researcher used interview to find reliable information and talk with all English teacher of the school through face to face communication.

3.7.2.1. Student's Interview

There were variety interview question were design and interview the students of the target school. The interview was used in order to verify the information gathered through the questionnaire. It was involved a predetermined sequence and wording of the same set of questions that was administered to each respondent. This approach helps the researcher to minimize the possibility of biases. (Gall and et al, 1996)The students filled the questionnaire, were interviewed about their attitude and their feelings of the factors that hinder students' oral communication learning in English speaking skills. The questions were asked on the causes of the problems, such as students-related factors, teachers-related factors and on their learning-environment related factors. Semi-stricture questionnaires were provided in English and Afaan oromo for students so that student free to describe their feelings or their ideas without any misunderstanding. Finally, the data that gathered from interview transcribe, discussed and put forwards for the reader to understand in both English and Afan oromo version at the Appendix parts of the paper.

3.7.2.2. Teacher Interview

From the total number of ten English teachers of the school who teach in the target school all of them were involved in the interview. Semi-structure interview provided and conducted face to face with teachers in the target school.

3.7.3. Classroom Observation

In this study, Observation is the third instruments of data collection instrument. It takes place and the researcher used both participant and non-participant to collect adequate information for this study and twelve section as mainly design to observe the students for a month consecutive day in order to identify the major barriers that hinder students 'oral communication skills. In addition, the researcher observed the teachers' actual classroom practice that related to oral communication skills. After this, I used to a tick (✓) mark under yes; no question classified during oral communication activities. The total number of tick marks (✓) that given to the observed teachers. Then the information that gathered was analyzed and interpreted. This tool was used as a supplementary to other tools. (See Appendix-C).

3.8 Procedure of Data Collection

In order to conduct the study, the following procedure of data collection was followed. The necessary information about the number of students in each section and the arrangement of time was done all together with the school director and English teachers'. To find the adequate information from the subject of the study, first, the purpose and importance of the research was explained to the subject of the study clearly. Then, the observation had been made first to avoid the occurrence of some unnecessary behaviors.

The observation was made when the actual teaching learning process of oral communication in English speaking lesson was going on. Secondly, the questionnaires prepared for the students and teachers were administered following the observation of oral interaction in English speaking skill lesson. After that, these questionnaires were collected in the same session. Finally, the interview and document was made at the end after identifying possible issues that were not well addressed through the questionnaires and observation.

3.9 Method of Data Analysis and Interpretation

In this study, the researcher would be used both mixed method techniques like quantitative and qualitatively. Creswell (2005) Argue “combination of quantitative and quantitative data is the best understandings and explain a research problems. Both methods are described in the following ways.

3.9.1. Quantitative Data Analysis

The researcher analysis the quantitative data by using appropriate percentage of the variable calculate and the result present in the table,. The data that collected through questionnaire analyzed quantitatively by used simple descriptive survey method such as percentages, frequencies. To be minimizing error, descriptive statistical or SPSS software, version 16.0, was applied to calculate the collected data interpreted in the form of table.

3.9.2. Qualitative Data Analysis

The information obtained through semi-structure interviews would be analysed in the following ways:

- Responses are read and reduced in to the relevant meaning,
- Relevant meaning would be clustered and summary and key point written repeated reading. Therefore, the data collected through interview and observations were analysed qualitatively.

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction

As indicated in the earlier chapter, the main objective of this study was a study on oral communication barriers that hinder students' English speaking skill in the class. In order to achieve this objective, the specific research questions mentioned earlier need to be answered.

So as to answer those questions, the researcher used both quantitative and qualitative or mixed approach. In this chapter, the data were organized, as well as the results and discussions were presented. Three data gathering instruments were used. These are questionnaire, interview and classroom observation were interacted with the process of data interpretation and analysis.

The finding was organized into four major sections. The first section presents the result obtained from students' questionnaire. The second section discussed about the teachers' responses, the third one presents the interview results, and the last section presents the observations results. Discussion of the findings of both groups of respondents was dealt with in a separate section for the sake of convenience. Accordingly the teachers' responses to the items in questionnaire and interview were analyzed against finding obtained from the classroom observation first, and then the data collected from the students were treated in the same manner.

4.2 Back Ground of the Students

Table 1: Descriptive Statistics of Participants' Demographic information

Sex	Students Characteristic	No of Participant	Percentage
	Male	88	46.80%
	Female	100	53.19%
	Total	188	100%
Age	From : 12-14	0	0%
	15-18	98	52.12%
	19-20	60	31.91%
	21-22	20	10.63%
	Above 22	10	5.31%
	Total	188	100%

As shown in the table 2above, the total population(188) of the respondents were participated in the study among 88(46.80%) of the participants were male and remaining 100(53.19%) of them

were female respondents. Regarding to the participants age there is no below 15 years of the participants and from 15-18 were 98 which is (52.12%), from 19-20 were 60 (31.91%) of the respondents, from 21-22 were 20(10.63%) and the above 22 years old of the participants were 10 (5.31%). Therefore, the results indicated that majority of the learners were found in between 15-20 years old.

4.3 Background and Characteristics of Teacher Participants

Background information of the subjects of a given study is important. It helps to reveal the present status of individual or groups which direct the researcher to reach on the right findings.

Hence, part one of teachers' questionnaires was designed together data on teachers' background. The teachers were asked to provide data about their personal back ground and professional background experience.

Table 2: Description of the Characteristics of the teachers

Variable	Category	Frequency	Percentage
Sex	Male	10	100%
	Female	0	0%
	Total	10	100%
Age	20-25	2	20%
	26-30	6	60%
	31-35	2	20%
	Above 36	0	0%
	Total	10	100%
Educational level	Diploma	0	0%
	Degree	10	100%
	MA degree	0	0%
	Total	10	100%
service	0-3	4	40%
	4-7	3	30%
	8-12	2	20%
	13-17	1	10%
	Above 18	0	0%
	Total	10	100

According to the result shown in table 3 above, 10(ten) participants of the teachers were involved in the study were male and there were no female teacher in the school. This clearly shows that the majority of the English language teachers in the target grade level were men. Six of the teachers revealed that they teach at grade nine (9) while 4 of the participants teach both grade Nine(9) and Ten (10).

Regarding to the age, 2 (20%) of the teachers were found in between 20-25 years old, 6 (60%) of the teachers were found in between 26-30 and 2 (20%) of the teachers were 30-35 and there is no above 36 years old. This shows that most of the English teachers were young enough and they were not feeling to take responsibility. Some of the teachers were not worry to help the students and give tasks rather than run to cover contents.

In respect of qualification, all of the teachers are BA Degree holder. Whereas regarding to teachers experience 4(40%) of the teachers in the school, their service were only from 0-3 years, 3(30%) of the teachers, there service were in the range of between 4-7 year service, 2(20%) of them serves in between 8-12 years and one of the teacher service found in the range of 13-17 years and also there is no above 18 years' service in the school. From the above data in the table shows, the majority of the teachers had not rich experience in teaching. Therefore, from the above information the researcher conclude that, teaching experience have a great value in teaching the target language.

Table 3: Students' Response on their Attitude to Learn Oral Communication

(N=188)

N0	Item	Variable	Frequency	Percent
1	What is your attitude towards learning oral communication?	Positive	110	61.11%
		Negative	78	41.49%
		Total	188	100%
2	When do you speak English language to communicate with your class mate?	As your need	50	26.6%
		When you are forced by your teacher	80	42.6%
		Not speak at all	58	30.9%
		Total	188	100%

According to the result illustrated in the table above in item 1, majority of the respondents and 110(61.11%) replied that they have negative attitude to words learning English language. But the other 78(41.49%) participants responded that they have positive attitude. This result indicate that a lot of students which had barriers to learn oral communication skills.

The same question was asked through interview made with English teachers of the school. All of the respondents replied that they were not satisfied with their students and students also do not attend English class. To check the realities observation were conducted in the actual class. Most of the students have (negative) attitude to words oral communication learning.

As indicated in the table above in item 2, 50(26.67%) of the participants responded students said when need arise, 80(42.6%) of the respondents replied they can speak English language to communicate with their classmate only when their classroom teacher force them. 58(30.9%) of the participants said not speak at all. The same question was requested through interview. To make sure the reliabilities of data obtained from questionnaire. As the students said all the teachers assure that majority of the students do not communicate during oral interaction in the target language uses unless teachers forced them to speak. In addition, in the classroom observation, most of the students need pressure to communicate with each other by their teachers.

Table 4: Students' Response on their oral communication in the Presence of the teacher

N= 188

№	Item	Variable	Frequency	Percent
3	Do you communicate in the class freely in the presence of your teacher?	Yes	68	36.2%
		No	120	63.8%
		Total	188	100%
4	If your answer for № 3, which one more affect you?	Frustration of teacher	40	21.3%
		Lack of words	65	34.6%
		Fear of making mistake	80	42.6%
		Others	3	1.6%
		Total	188	100%

The result indicated in the table above in item 3, 68(36.2%) of the respondents replied yes, and 120(63.8%) of the respondents said no.

In order to find more information, the researcher conducted interview and observation. As all English teachers responded that almost all students do not use English language freely during

oral communication class in the presence of their teachers. But this is not the fact that to learn the language rather the best way to learn a language is to use it or there is no point knowing a lot about language if the students cannot use it (Slavin, 2006).

As the result indicated in the above in item 4, 40(21.3%) of the participants replied frustration of the teacher, 65(34.6%) of the participants replied not at all, 80(42.6%) and 3(1.6%) of the respondents said lack of words and fear of making mistake respectively.

In addition regarding to open ended question, they were replied their students have lack of practice at lower grade and fear of making mistake and frustration. In case of this students do not participate and also have lack of confidence.

Table 5: Students' Response on their Teachers Motivation, Attitude and Making Mistake

No	Item	Variable	Frequency	Percent
5	Does your teacher motivate you to use English language in oral class?	Yes	63	33.5%
		No	125	66.5%
		Total	188	100%
6	What is the attitude of your teacher to word error on oral communication?	Positive	128	68.1%
		Negative	60	31.9%
		Total	188	100%
7	When you speak English in the classroom, you may make mistake, how would you perceive it?	Positively because encourage to do more	50	26.6%
		Negative because it is asign of failure	90	47.9%
		Negative because it is assign of failure	48	25.5%
		Total	188	100%

According to the result that indicated in the table above in item 5, 63 (33.51%) of the participants of the students responded yes, and 125(66.49%) respondents of the participants said no and their teacher do not motivate to speak English in oral class. Although students are aware of the importance of participating in class activities, they leave the responsibility of interaction to the teacher whose presence is necessary to maintain the use of the target language in the activities.' (Ramirez, 2010) This implies that motivation is one the most important factors in oral

communication language learning. High motivation may provoke learners to interact with native speakers of the target language (Schumann, 1986), which in turn increases the amount of input to learners.

To check the information interview and observation conducted. According to the result a lot of teachers do not encourage their students speak in the target language that is English language during oral communication classes. This shows that teacher gives emphasis other skills than oral interaction. In addition, most of the teacher use more time by themselves and run to cover content.

According to the results mentioned in the table above in item 6, 128(68.1%) Of the participants said positively and 60(31.9%) of the respondents replied negatively. Some of the respondents' reasons out their teachers do not satisfy with the student's participation.

As illustrated in the table above in item 7, 50(26.6%) of the respondents said positively and their reason were encourage them to do more, 90(47.9%) the participant replied negatively and their reason that it assign failure, And 48(25.5%) of the respondents replied neutral.

The researcher also conducted observation to check information that obtains from the questionnaire. Observation results show the same with majority respondents to the questionnaire. As the result seen in the above, most of the students when they made mistake feel negatively.

Table 6: Students' Response the Barriers that Affect Negatively

N0	Item	Variable	Frequency	Percent
8	Do you participate actively in the target language?	Yes	58	30.9%
		No	130	69.1%
		Total	188	100%
9	If your answer for <u>no</u> 8 is no, what is the reason?	Mother tongue influence	90	47.9%
		Cultural influence	25	13.3%
		Classroom environment	63	33.5%
		Others	10	5.3%
		Total	188	100%
10	Which barriers you think more affect your oral communication negatively?	Fear of making mistake	40	21.3%
		Lack of words	45	23.9%
		Mother tongue	35	18.6%
		Lack of motivation	23	12.2%
		Teachers method of teaching	45	23.9%
		Total	188	100%

According to the result that indicated in the table above in item 8, 58 (30.9%) of the participants responded yes, and 130 (69.1%) of the respondents replied that they do not actively participate in group discussion. In general, to check the finding that obtained from the students questionnaire, researcher interviewed and classroom observation showed that over half of the students in the classroom they were not interested to participate during group discussion and they prefer listening their classroom teachers. The same is true in item 9, 90 (47.9%) of the respondents replied the mother tongue influence them in group discussion. 25 (13.3%) of the participants replied cultural influence, 63 (33.5%) of the respondents said classroom environments were not comfortable to participate in group the discussion, 10 (5.3%) of the respondents replied other.

In similar ways in item 10, in the table above, the respondents of students identify the barriers that they think that affect them in the following way: 40 (21.3%) of the participants replied fear of making mistake, 35 (18.6%) of the respondents said lack of words, 23 (12.2%) of them responded that lack of motivation, and 45 (23.9%) of the participants replied teachers method of teaching influence on oral communication in the classroom. In the same way for open ended question in the item 11, the respondents replied for open ended questionnaire, they were lists like

fear of making mistake, lack of words using mother tongue, teachers' method of teaching and lack of motivation were some of the barriers that hinder the students' oral communication in the class. To strength the information or results, the researcher conducted observation. The result that mention by respondents, most of the students fear of making mistake and think other students more better than them. In addition, a lot of the students back ground knowledge have lack of words further more teachers methods of teaching style were not motivate the students practice oral communication in front of their partner.

Table 7: Students' Response the language that Emphasize more in the classes

No	Item	Variable	Frequency	Percent
12	Do you sleep in the use of your mother tongue when you are given activities to be discussed by English language in the class?	Yes	50	26.6%
		No	138	73.4%
		Total	188	100%
13	If your answer for no 12 is yes, how often this does happen?	Always	10	5.3%
		Most of the time	15	8.0%
		Sometime	37	19.7%
		Rarely	126	67.0%
		Total	188	100%
14	What does your teacher emphasize more in teaching process?	Vocabulary	55	29.3%
		Grammar	75	39.9%
		Oral language teaching	25	13.3%
		Reading	33	17.6%
		Total	188	100%

The result illustrated in the table above in item 12, 50 (26.6%) of the respondents said yes, and 138 (73.4%) of the respondents replied no. In similar ways in item 13, the problems happen when they discuss the activities and some of them replied 10(5.3%) of the said always, 15 (8.0%) of the respondents replied sometimes, 37 (19.7%) most of the times and 128 (67.0%) said rarely.

To check the reliabilities of this information researcher also conducted observation and interview, however; the observation result is somewhat contradictory to students' responses that are almost all students use their mother tongue in the classroom discussion. Therefore, it is possible to conclude, the majority of the students responded that is as they are slip to the use of mother tongue during discussion.

According to the result indicated in the table above in item14,55(29.3%) of the respondents replied vocabulary 75(39.9%)of the respondents said grammar, 25(13.3%) of the respondent replied oral language teaching, and 33(17.6%)of the respondents responded reading.

To make sure the information that given by respondents in the interview and observation conducted. The English teachers were replied is somewhat different. They responded that teaching vocabulary skills were not convenient with in high number of students in the class. From the points of view it is possible to conclude that oral communication skills not given emphasis in teaching learning process.

Table 8: Students' Response on the Teachers Preparation Tasks

N0	Item	Variable	Frequency	Percent
15	Whom do you think have more time to speak during oral class?	Teachers	148	78.7%
		Students	40	21.3%
		Total	188	100%
16	How often does your teacher prepare tasks that could invite such students to have a talk with each other in English?	Always	20	10.6%
		Sometimes	160	85.1%
		Not at all	8	4.3%
		Total	188	100%

As the result illustrate in the table above in item15, most of the respondents 78.72% of the participants replied that more time is used by their teacher in oral class. As Scriver (2001:146) states “ the more teachers talk in the class, the less space there is for learner to say something as a result students were given little opportunity to practice speaking skills”. But other of 21.28% of the participants replied that use less time in oral class. According to the result shown in the table above, it is possible to conclude that students have less opportunity to speak in oral class. That mean has the dominants position in oral class.

In similar way in item 16, in the table above, 10.64% of the respondents said always and their teachers prepare tasks to invite students and 85.11% of the participants replied sometimes, and 4.25% of them said not at all.

To be strength the information that gathered from respondents' interview and observation were conducted. The result somewhat contradict with above information, that all teacher responded that they do not prepare tasks regarding speaking skills. For their students because large class size. Therefore, it is possible to say that teacher himself gives less emphasis for the oral skill and which lead students to have less performance on oral communication skills.

4.4. The discussion of teachers' questionnaire

Table 9: Teachers' response on students' participation to ask and answer the question

N = 10

№	Descriptive Statistics			
	Item	Variable	Frequency	Percent
1	Are your students participating to answer and ask the question in English classroom?	Yes	1	10%
		No	9	90%
		Total	10	100%

According to the result that indicated in the table above in item 1, 1(20%) of the participants of sample teacher replied that their students to ask and answer the question the target language in the classroom said yes, and 9(90%) of the respondents said no. In addition, for open ended question, the respondents said most of the students have lack of proficiency and lack of words to ask and answer the question during teaching and learning process take place. Instead of participating a lot of the students need teacher explanation and choose to listen what the speaker said to them.

To check the reality the researcher conducted observation. As the results indicated above a lot of students' do not participate in oral inter action.

In addition, most of the teachers replied for open ended question, most of their students have fear of making grammatical mistake and some of them said their students have lack of words. To check their response that they replied were right or not, the researcher conducted classroom

observation. As the results described by teacher, a lot of the students have fear and lack of words even nothing to say anything in the classroom were observed.

Table 10: Teachers' Response Students participation to Communicate in the classroom
(N=10)

№	Item	Variable	Frequency	Percent
2	How many of your students participate in English lesson?	Half of them	1	10%
		Few of them	9	90%
		Total	10	100%
3	How many of your students have lack of ability to speak English in the classroom?	Some of them	8	80%
		Few of them	2	20%
		Total	10	100%

According to the results that illustrate in the table above in item 2, 1(10%) of the participants responded half of their students take part in English lesson and 9(90%) of the participants teachers said few of them participate during English lesson.

In the same ways, most of the respondents when interview conducted they replied that students prefer teacher explanation than participating in oral activities in the classroom. In other hand when observation conducted, most of the students pay attention to the teachers' explanation and follow him actively. But they prefer silence when teachers provide oral question.

According to result indicated in the table above item 4, 8(80%) Of the participant suggested that their students have lack of ability to speak English in the classroom, and 2(20%) of the participants said some of them have lack of ability in oral interaction.

To be strength more detail the information that obtains from the teacher questionnaire, interview and observation were conducted. The students result indicated in the above that the students were extremely weak in their oral communication. And a lot of students' admitted in the interview, most of the learners regarded their limited English vocabulary as barriers of their oral communication in English speaking in the classroom. The observation result ensure that similar with above ideas or information. This means a lot of students' lack of ability to speak English

with their partners in the classroom. Therefore, it is possible to conclude most of the learners have lack of ability to speak in English in the class.

Table 11: Teachers' Response Students participation to Communicate in the classroom
(N=10)

N0	Item	Variable	Frequency	Percent
4	What are some oral communication barriers that hinder students speaking English in the classroom?	Lack of practice	3	30%
		Lack of interest	2	20%
		Fear of making mistake	5	50%
		Total	10	100%

As the result illustrated in the table above in item 8, the common mean value of the variable is 3(30%) of the respondents' teachers replied that most of the learners have lack of practice was one of oral communication with each other 2 (20%) of the respondents replied lack of interest. And 50% of the respondents' teachers responded their students' fear of making mistake. The same question was asked through interview made with teachers of school. Most of the classroom teacher said their students' fear of making errors is often cited as another cause of the perceived reticence and passive. And this anxiety factor is also apparently related to certain aspect of the learners' culture such as the desire to be right adding perfect and fear of losing face (Cheng, 2000). The finding of this study was in agreement with this respect too. In similar ways in the classroom observation revealed that most the students have fear to express their ideas in front of the other. Therefore, it is possible to conclude majority of the students were not practice the target language use. This leads the learners to lack of interest to practice during oral communication interaction. In the same way for open ended questionnaire in item 9, the participants of teacher describe other barriers that hinder their students in oral communication classes. As respondents mention some of the barriers that affect students during oral interaction were teachers' method of teaching that focus on preparing the students only to pass the exam. And they were not worries about oral communication skill. Other barriers that hinder students to use the target language low proficiency of the students because at lower grade level they were practice with their mother tongue in the classroom and teacher used translation when he/she taught. This leads the students to use their mother tongue. The classroom observation results

revealed that majority of the students need teachers explanation and simply make them the students silence instead of participating to ask and answer the question during oral interaction.

Table 12: Teachers Response on Oral Communication Performance of their Students

N0	Item	Variable	Frequency	Percent
5	How can you express oral communication performance of your students?	Very good	1	10%
		Good	3	30%
		Less	6	60%
		Total	10	100%
6	How can you help your students during teaching oral communication in the class?	Using Lecture method	5	50%
		Using Learner-center	1	10%
		Using mother tongue	4	40%

As the result illustrated in the table above in item 10,1 (10%)of the respondents replied very good concerning to their performance of the students speaking English in the class, 2 (20%) of the participants of teachers said good and 7(70%) of the respondents said less performance on oral communication.

According to the result that mentioned in the table above in item11, 5(50%) of the participants' teacher responded, they were used to help lecture method, 1(10%) of the respondents replied using learner- center and 40% them said using students mother tongue. To make sure the given response right or not interview and observation were conducted. Most of classroom teacher were used lecture method because they were run to cover the contents on time. The other classroom teacher suggested that learner were not used the given time effectively when they practice oral interaction with their partners. Some of the teacher said the volume of the text too large and the students were boring to bring text with them in the classroom. So that a lot of students were not learn vocabulary and have lack of poor back ground knowledge and they do not worry for learning target language uses. Therefore, number of classroom teachers to help their students they were used students' mother tongue. Harmer (2000:4) points out: "getting students to speak ... to use the language they are learning - is a vital part of a teacher's job. Students are the people who need the practice, in other words, not the teacher.

Classroom observation ensured that what teacher replied in the above. The researcher believes that most of the teachers were used lecture methods and using their mother tongue. As the participants of the teachers mentioned earlier, some of the barriers that students have, poor knowledge, fear of making errors, lack of practice and teachers method of teaching is some of the factors. In similar ways the respondents put their solution for item 13, to develop oral communication in the following ways:

- Teacher should give enough time for students to practice
- Help the students to be confident in English language using.
- Avoid fear of making errors and help that are important for vocabulary development.

Shumin (2002) in McCarthy and O’Keeffe (2004) stresses the need for learners to be able to engage in small talk in the target language. Therefore, the researcher believed that with the respondents said in the above, it is very important that mentioned in so far.

4.5 Learner Related Barriers

Table 13: Students’ Response on Willingness to express their own Ideas during Oral Communication

No	Learner Related Factors		Alternative and respondents					Total
			Almost Never(1)	Rarely (2)	Sometimes (3)	Always (4)	Almost Always(5)	
1	Students willing to express their own ideas in English	Free	-	96	92	-	-	188
		%	-	50.63%	48.93%	-	-	100%
2	Students use their mother tongue during oral communication	Free	53	94	41	-	-	188
		%	28.19%	50%	21.80%	-	-	100%

In item 1 in the table above 96 (50.63%) of the respondents said rarely and 92(48.93%) of the participants replied sometimes about students willing to express their own ideas in English. To make sure that it is right or not, the observation were conducted. As the result mentioned in the table above, most of the students were not willing to take part in during oral communication to express them using in target language.

In the similar ways in item 2, students were asked about language that students more used in the classroom, 53(28.19%) of the respondents replied almost never, and 96(50%) of the participants

and 41(21.80%) of them answered sometimes. Besides, interview and observation results revealed that students tend not to practice oral communication skill, but in the native languages.

Table 14: Students' Response about their Confidence to Communicate Inside and Outside of the Class

N0	Learner Related Factors		Alternative and respondents					Total
			Almost Never(1)	Rarely (2)	Sometimes (3)	Always (4)	Almost Always(5)	
3	Learners have no confidence to speak English	Free		-	45	96	47	188
		%	-	-	23.93	51.06%	25%	100%
4	Students practice oral communication	Free	115	50	23	-	-	188
	Do you speak English outside of the class	%	61.17%	26.59%	12.23%	-	-	100%

The results that illustrated in the table above in item3, 45(23.93%) of the students replied sometimes because of lack of confidence to speak English in the classroom, 96(51.06%) of the participants said always and 47(25%) of the participants responded that almost always because most of the students have no confidence to speak English inside and outside the classroom.

Similarly the result was presented in the classroom observation. According to literature that students reluctant to speak inside and outside classroom in the target language they afraid of using English outside classroom and in the same ways, they were unenthusiastic to use English in side class room (Lin, 1998)

In similar ways in item 4 in the table above, 115(61.17%) of the participant students replied almost never that students do not practice English speaking outside of the class,50(26.59%) of the respondents answer rarely and 23(12.23%) of them said sometimes.

To make sure that both teachers and students interview also revealed that most of the students have lack of practice speaking English outside of the class even in the class.

Table 15: Students' Response the Language that Prefer to Understanding

N0	Learner Related Factors		Alternative and respondents					Total
			Almost Never(1)	Rarely (2)	Sometimes (3)	Always (4)	Almost Always(5)	
5	Learner prefer teacher's explanation than doing activities	Free	-	-	-	80	108	188
		%	-	-	-	42.55	57.44%	100%
6	Students hardly understand when their teacher speak English	Free	-	-	55	55	78	188
		%	-	-	26.59%	26.59%	41.48%	100%

The result that indicated in the table above in item 5, 80(42.55%) of the respondents answered always and 108(57.44%) of the participant take part in replied almost always. In order to strengthen the information, interview and observation were conducted. As the teacher revealed that students prefer listen the classroom teacher explanation than doing variety activities by themselves. Classroom observation ensures that students need teachers' explanation even they do not interest to predict what their teachers ask them. The same is true in item 6, in the table above, 55(26.59%) of the respondents answered sometimes, 55(26.59%) and 78(41.48%) of the respondents replied always and almost always. As the result indicated in the table above most of students do not understand what their teacher said. In addition, during observation students need extra time to understand on the given topics.

Table 16: Students' Response to express their own Opinion

N0	Learner Related Factors		Alternative and respondents					Total
			Almost Never(1)	Rarely (2)	Sometimes (3)	Always (4)	Almost Always(5)	
7	When the Students have adequate vocabulary to express their opinion?	Free	-	-	48	88	52	188
		%	-	-	25.53%	44.36%	27.65%	100%
8	Learners have interests to work in group using target language	Free	99	30	59	-	-	188
		%	52.65%	17.02%	31.38%	-	-	100%
9	Students have good background on oral communication	Free	121	35	32	-	-	188
		%	64.36%	18.61%	17.02%	-	-	100%

According to the result indicate that in the table above, in item 7, 48(25.53%) of the participants that take part in replied sometimes, but 88(44.36%) and 52(27.65%) of them suggested always. The result shows that most of the learners' do not have adequate vocabulary to express their own opinion. In similar way in item 8, 99(52.65%) of the participant responded almost never 30(17.02) Of the students said rarely and 59(31.38%) of the students use the target language sometimes and have no good back ground knowledge on oral communication experience, In item 9 in the table above, 121(64.36%) of the participants replied almost never and 35(18.61%) of them said rarely 32(17.02%) of the participants replied sometimes. As interview and observation conducted, both teachers and students revealed that students do not express their opinion using the target language.

Table 17: Students' Response on the Using of Oral Communication and Difficulty to Listen

N0	Learner Related Factors		Alternative and respondents					Total
			Almost Never(1)	Rarely (2)	Sometimes (3)	Always (4)	Almost Always(5)	
10	Students are used oral communication in English	Free	138	50	-	-	-	188
		%	73.40%	26.59%	-	-	-	100%
11	Students are actively presents the lesson for the whole class	Free	118	-	-	70	-	188
		%	62.76%	-	-	37.23%	-	100%
12	Students have difficulties to listen what the other say in English	Free	-	-	14	120	-	188
		%	-	-	7.47%	63.83%	-	100%
13	Students have lack of knowledge	Free	-	-	-	60	128	188
		%	-	-	-	21.42%	68.09%	100%

According to the result illustrated in the stable above in item10, 138(73.40%) Of the respondents replied almost never and 50(26.59%) of the students take part in said rarely. In similar way in item 11, according to the result that indicated above the students replied, 118(62.76%) of the students responded almost never, 70(37.23%) of the participants said most of the students do not participate actively in presentation and the other respondents express their own ideas for their classmate and replied always. In addition, in item 12, 14(7.47%) of the students replied

sometimes, 120(63.83%) Of the participants replied always, And 44(23.40%) of them answered almost always. To make sure that interview and observation were conducted. The results of interview with participants that indicated in the above most of the respondents do not have interest to present the given activities for their classmate during oral interaction in the classroom. In similar way observation revealed that the ability of the students too less and ensure most of the students have difficulties in English speaking and listening the other. Some of the students they were not understand what the speaker said in the classroom. And also in item 13, 60(21.42%) and 128(68.09%) of the participants of the students that take part in replied always and almost always regarding to their knowledge. Therefore, based on the result and as seen in the observation checked, a lot of the students have lack of ability or knowledge. Therefore, observation ensured that what the students replied in the above is true.

Table 18: Students Response about the Chance to Participation and their Prefer to Learn

N0	Learner Related Factors		Alternative and respondents					Total
			Almost Never(1)	Rarely (2)	Sometimes (3)	Always (4)	Almost Always(5)	
14	Students have less chance during oral communication activities done or not.	Free	-	-	58	112	18	188
		%	-	-	30.85%	59.74%	9.59%	100%
15	Students prefer to learn grammar and vocabulary than oral interaction	Free	-	-	70	118	-	188
		%	-	-	37.23%	62.76%	-	100%
16	Students fear to participate during oral communication activities	Free	-	-	-	45	143	188
		%	-	-	-	23.94%	76.06%	100%

As the result indicated in the table above in item14,The respondents were asked if the students have less chance or not in oral communication in the classes, 58(30,85%) of the participants teachers replied sometimes, 112(59.74%) and 18(9.57%) of the respondents said ‘always’ and almost always respectively. Similarly results were presented with interview and classroom observation. The same is true in item 15, in the table above,70 (37.23%) of the participant students were replied sometimes, and 118(62.76%) Of them said always. As result showed in the above over 50% of the students’ they were need to learn grammar than oral interaction. To make

sure that interview and observation were conducted. Both teachers and students revealed that most of the learners need to focus on grammar rather than learning oral communication.

In item 16 in the table above the results indicated that, 45(23.94%) and 143(76.06%) Of the respondent students that take part in replied always and almost always respectively. Furthermore, interview and classroom observation also revealed that students fear to participate during oral communication activities done. To check the realities that the respondents answered, the researcher observes the learners' participation in the actual classroom. Most of the students fear to participate even they were not ask and answer the question. Some of them were not understand and listen what the other speakers said.

Table 19: Teachers feeling to implement Oral Communication, and creating good Learning Environment

N0	Teacher Related Factors		Alternative and respondents					Total
			Strongly agree(1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree(5)	
1	I feel difficulties to implement oral communication activities.	Free	2	4	3	1	-	10
		%	20	40%	30%	10%	-	100%
2	I feel good when I used students mother tongue and handle easily	Free	5	3	2	-	-	10
		%	50%	30%	20%	-	-	100%
3	I enjoy teaching English in the classroom	Free	2	4	4	-	-	10
		%	20%	40%	40%	-		100%
4	I often create good learning environment	Free	-	3	5	2		10
		%	-	30%	50%	20%		100%

The teacher were asked if they feel oral communication are difficult to implement and the respondent replied, 2(20%) of the respondents said strongly agree and 4(40%) of the respondents replied agree. In addition, 3(30%) of the participants teachers responded, neither agree nor disagree but 1(10%) of the respondent suggested disagree. Besides, interview and class observation revealed that most of the respondents suggested that incase of class size, implementing oral communication in the classroom is not simply easy. According to the result

mentioned in the table above in item 2, the respondents replied regarding the use of mother tongue in the classroom 5(50%) of the respondents said strongly agree and 3(30%) of them replied agree, but 2(20%) of the respondents said neither agree nor disagree. Furthermore, both teacher and students interview had also ensure the same results. And it was revealed by observation oral communication activities were not providing to the class.

According to the results in the table above in item 3, 2(20%) Of the participant teacher replied strongly agree and 4(40%) of the teachers said agree and 4(40%) of them responded neither agree nor disagree. To make sure that the researcher conducted interview and observation. During classroom observation, most of the teachers were not enjoy when they teach their students in the class. And also the interview revealed that the majority of the teachers were not happy with teaching profession because bad discipline with the students in the school.

In the table above in item4, show that 3(30%) of the respondents replied agree and they create a good learning environments. 5(50%)of the respondents replied neither agree nor disagree 2 (20%) of the respondents disagree. As the researcher checked from the interview and actual classroom observation, Most of the teachers were not create good learning environment. The respondents provide uncomfortable learning environment.

Table 20: Teacher Response about Motivating and giving Enough Time for Students

N0	Teacher Related Factors		Alternative and respondents					Total
			Strongly agree(1)	Agree (2)	Neither agree nor disagree(3)	Disagree (4)	Strongly disagree(5)	
5	I often motivate students to participate actively in the target language	Free	4	-	6	-	-	10
		%	40%	-	60%	-	-	100%
6	I feel happy to give enough time for my students in the class.	Free	-	2	4	4	-	10
		%	-	20%	40%	40%	-	100%

In item 5 above, 4(40) of the respondents replied they motivate and participate their students on oral communication but 6(60%) of the respondents replied that their answer either neither agree

nor disagree. To check the response of the participants, the researcher conducted interview and observation in the classroom. The results indicated that in the table above over 50% of the classroom teacher uses more time by them and were not Motivate their students to participate actively in lesson as shown in the table above. Without creating such opportunities, learners will remain reticent as their wish to communicate is not attended to take part in (Lee & Ng, 2010). In line with this, the participants in Liu's (2005) study complain that they are not given enough time by their teacher to speak in class, and that the teaching style of the teacher is a major factor informing their willingness to speak behavior. More recent research (e.g. Sun, 2008; Cao, 2009; Tong, 2010; Zeng, 2010), too, confirm the findings of the present study and acknowledge the important role of teacher in facilitating or inhibiting learners' participation. In item 6, 2(20%) the respondents said agree and the 4(40) and 4(40%) of the respondents replied neither agree nor disagree and they replied disagree. Most of the teachers were not prepared the activities that can encourage the students learning oral communication skill. This can leads to hinder the successful developments oral communication learner's skill

Table 21: Teachers Response on feeling Confidence, the Use of Teaching Aid

N0	Teacher Related Factors		Alternative and respondents					Total
			Strongly agree(1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree(5)	
7	I am not feel confident on oral communication in teaching English in the classroom	Free	-	5	2	3	-	10
		%	-	50%	20%	30%	-	100%
8	I have good oral proficiency to help students	Free	2	3	5	-	-	10
		%	20%	30%	50%	-	-	100%
9	I used teaching aid like, cassette, tape recorder.	Free	-	-	2	8	-	10
		%	-	-	20%	80%		100%
10	I feel that other students are better than me	Free	-	-	-	3	7	10
		%	-	-	-	30%	70%	100%

As the results indicated in the table above in item 7, 5 (50%) of the participant replied agree and 2(20%) of them said or responded neither agree nor disagree and also the rest of 3(30%) of the participants replied disagree and they were not feel confidents in the classroom. Besides, the

interview and classroom observation revealed that only 50% of the students feel confidence. The other participants' provided different reason that they were not make them to feel confidents and participate large class size, other says most of the learner have lack of facilities in the school, and the other participants provide reason that the teacher were not respected as needed.

In similar ways the result shown in the table above in item 8, 2(20%) of the respondents responded strongly agree, 3(30%) of the participants replied agree, but 5(50%) of the participants that take part in answers neither agree nor disagree.

According to the result that illustrated in the table above in item 9, 2(20%) of the teacher said neither agree nor disagree. And also 8(80%) of the participants replied disagree. To strength the information that mentions by respondents more detail the researcher made interview with the classroom teacher and students in the school. All the school teachers were not used teaching aid in the classroom. In addition, observation revealed that all the teacher were not used teaching aid in the class during oral communication lesson or activities implement.

As the result illustrated in the table above in item 10, 3(30%) of the respondents replied disagree and 7(70%) of the other participants that take part in answer strongly disagree. According to researcher observation from interview both teachers' and students' most of the students feel fear of making errors and they were not describe themselves in oral communication interaction.

Table 22: Teachers Response to encourage and their Teaching Approach

N0	Teacher Related Factors		Alternative and respondents					Total
			Strongly agree(1)	Agree (2)	Neither agree nor disagree(3)	Disagree (4)	Strongly disagree(5)	
11	I encourage students to ask and answer the question	Free	-	2	3	5	-	10
		%	-	20%	30%	50%	-	100%
12	I used to students center approach in the classroom	Free	-	2	3	5	-	10
		%	-	20%	30%	50%	-	100%

According to the result that mentioned in the table above in item 11and 12, 2 (20%) of the participants replied agree, 3(30%) of teachers said neither agree nor disagree. 5(50%) of the

participant illustrate disagree regarding to motivating their students' and also using learner-center approach in the classroom. Interview and observation revealed that majority of the classroom teachers' were not motivate their students in the process of teaching and learning situation. Furthermore, the researcher observed actual classroom teachers were used teacher-center approach. The results indicated that learner have less opportunities to take part in during oral communication activities were done. This lead the learner to made them listen and silence.

Table 23: Teachers' Response about Time and Preparation of Oral Communication Tasks

N0	Teacher Related Factors		Alternative and respondents					Total
			Strongly agree(1)	Agree (2)	Neither agree nor disagree(3)	Disagree (4)	Strongly disagree(5)	
13	I give less time to oral communication	Free	-	3	3	4	-	10
		%	-	30%	30%	40%	-	100%
14	I prepare oral communication tasks daily and weekly	Free	-	2	3	5	-	10
		%	-	20%	30%	50%	-	100%

Regarding to item 13 and 14 in the table above the result indicated that, 3(30%) of the respondents responded strongly agree, 5(50%) of the participants relied agree. And also 2(20%) of respondents said neither agree nor disagree. In similar ways in item 14,3(30%) Of the respondents replied agree and 3(30%) of them said neither agree nor disagree, 4(40%) of the participants they take part in answered disagree. In order to check the results that obtain from participants or questionnaire, observation were conducted. According to observation results show that most of the classroom teachers gave less time for oral communication lesson during oral interaction. Interview results with teacher also ensured that oral communication interaction tasks were not prepared daily and in weakly. If there was mere exposure to target language may not be sufficient for fluency improvement. As Swain (2000) proposes, teachers should motivate learners to “process language more deeply, with more mental effort than ... input” (p.99).

Table 24: Teacher Response on method of Teaching and correcting Students' error

N0	Teacher Related Factors		Alternative and respondents					Total
			Strongly agree (1)	Agree (2)	Neither agree nor disagree(3)	Disagree (4)	Strongly disagree(5)	
15	I always give to teach language form than oral communication	Free	1	7	2	-	-	10
		%	10%	70%	20%	-	-	100%
16	I always prefer teacher front ways of teaching than learner center	Free	7	3	-	-	-	10
		%	70%	30%	-	-	-	100%
17	I usually correct my students errors during oral communication	Free	2	3	5	8	-	10
		%	20%	30%	50%	80%		100%

According to the result that illustrate in the table above in item 15, 1 (10%) Of the participants said strongly agree, 7 (70%) of them replied agree, but 2(20%) teachers answer said neither agree and disagree. According to the results that showed in the table above, interview and observation were conducted. Most of classroom teaches more grammar based than teaching oral communication. This technique of teaching ensured during classroom observation when oral communication take place. In similar ways in item 16, 7(70%) of the respondents replied more prefer teacher front ways than using learner-center and ensure their answer by strongly agree and also 3(30%) of the teacher said agree. To make sure the response that the respondents gave, the researcher confirmed by observation in actual classroom. According to the participants replied all teachers used more time by themselves. And the students had less time to practice oral communication in front of their partners. In addition, most of the students' used their mother tongue during oral communication practice and also it is not easy to cover the content as they replied. Therefore, the researcher observes the class and ensures that using learner-center is not easy to apply in large size.

Regarding to the item 17 in the table above, 2(20%) of the school teachers replied strongly agree to cover students errors and also 3(30%) of the respondents said agree, but 5(50%) of the respondents nothing to say anything. Concerning to correct students' errors the respondents said

neither agree nor disagree. As results show in the above, over half of the classroom teachers' were not worry about correcting their students' errors.

Table 25: Teacher Response on Environmental factors, Facilities and School club

N0	Teacher Related Factors		Alternative and respondents					Total
			Strongly agree(1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree(5)	
18	Classroom environment are comfortable for learning oral communication	Free	-		1	3	6	10
		%	-	-	10%	30%	60%	100%
19	Classroom arranged in the ways of facilitating to learn oral communication	Free	-	-	1	7	2	10
		%	-	-	10%	70%	20%	100%
20	The school have English speaking club or lab	Free	-	-	-	-	10	10
		%	-	-	-	-	100%	100%

According to the results indicated that in the table above in item 18, 1(10%) of the participant teachers respondents said neither agree nor disagree, and 3(30%) of the participants answer disagree, 6(60%) Of then said strongly disagree. As the results illustrated that classroom environment were uncomfortable for teaching and learning process. In similar ways in item 19 in table above, 1(10%) of the teacher results show that neither agree nor disagree, 7 (70%) of the participants replied disagree about arrangements of the class and facilities to learn oral communication and 2(20 %) of the respondents said strongly disagree.

To check the respondents' answer, weather it is right or not, interview and observation were conducted. All the participant teachers explain environmental related factors like, distance of the school, lack of water in the school compound, large class size, lack of teaching material, work load on teacher to help the learner and cultural influence that affect students to work together. To strength realities, the researcher interview and observation conducted. The results of interview indicated, there was lack of facilities unmovable desk in the class observed. In addition, this and the other unsuitable condition lead the classroom teachers to use teacher-center method or

approaches. Regarding to English speaking club and that illustrated in the table above in item 20, 10(100%) Of the participants of the teacher replied strongly disagree. The results ensured that the respondents answer weather right or not the results check by observation.

Table 26: Teachers’ Response Shortage of Time and Lack of Motivation

N0	Teacher Related Factors		Alternative and respondents					Total
			Strongly agree(1)	Agree (2)	Neither agree nor disagree(3)	Disagree (4)	Strongly disagree(5)	
21	Class size	Free	8	2	-	-	-	10
		%	80	20%	-	-	-	100%
22	Attitude of students and teachers achievements	Free	-	4	6	-	-	10
		%	-	40%	60	-	-	100%
23	Shortage of time during oral communication	Free	7	3	-	-	-	10
		%	70	30	-	-	-	100%
24	Lack of motivation on oral communication	Free	7	3	-	-	-	10
		%	70	30	-	-	-	100%

According to the result illustrated in the table above in item 21, 8(80%) of the teachers said strongly agree that there is large class size. And 2(20%) of the respondents replied agree and also item 22, 4(40%) of the respondents responded agree on the attitude of the students and teachers achievements. 6(60%) Of the respondents replied neither agree nor disagree. The response of the participants shows that in the table above the attitude of the learners’ and teachers’ achievement not mention by the respondents.

As results indicted in the table above in item 23 and 24 7(70%) of the participants replied strongly agree and 3(30%) of them said agree respectively. To make sure that the responses that given by teachers is right or not, the researcher interview and observation were conducted. As the results indicated above there is a number of environmental factors to implements oral communication activities were observed. Regarding to item 24, 7(70%) Of the participants of the teacher said strongly agree their students have lack of confidence and 3(3%) of the respondent teachers replied agree about lack of their students. For instance, Gardner (2006) reported “Students with higher levels of motivation will do better than students with lower levels” (p.

241). He further added that “If one is motivated, he/she has reasons (motives) for engaging in the relevant activities” (p. 243).

Chotpal (2015) conducted a study on factors affecting students learning English skills in Gamela College of teacher Education. According to the researcher finding, the study revealed that teacher did not play active roles in using different techniques to help the learners. These techniques are common in the process of teaching and learning in everywhere. Therefore, in the present study, the researcher was used some of the following technique to identify weather applied or not by classroom teacher and the result discussed in the following ways:

Table 27: The Response of Teachers Related to the Use of the Techniques

№	Items		Alternatives					Total
	classroom teacher		Almost Never(1)	Rarely (2)	Sometimes (3)	Always (4)	Almost always 5)	
1	Individual work	Free	-	2	5	3	-	10
		%	-	20%	50%	30%	-	100%
2	Pair and group work	Free	-	3	4	3	-	10
		%	-	30%	40%	30%	-	100%
3	Asking and answering the question	Free	-	-	6	3	1	10
		%	-	-	60%	30%	10%	100%
4	Using group work	Free	-	5	3	2	-	10
		%	-	50%	30%	20%	-	100%
5	Dialogue	Free	5	3	2	-	-	10
		%	50%	30%	20%		-	100%

Regarding to the activities or the question that the classroom teachers were used mentioned in the above table in item1, 2(20%) of the respondents said rarely,5(50%) of the respondents reply sometime that the classroom teachers gives individual work and 2(20%) of them were replied always. In similar way the result that mentioned in the table above in item2, 3(30%) of the respondents said rarely, 4(40%) of the replied sometimes, 3(30%)and the other participants said always. The results of the interview ensure that most of the teachers explain the lesson by themselves rather than giving individual and group work and also the result of observation were similar to interview. According to the result illustrated in the table above in item 3, 6(60%) of the respondents answering sometimes, 3(30%) said always and 1(10%) of the respondents replied

almost always. The questionnaire of the students respondents indicate that most of teachers asking and answering question were preformed sometimes and the learner have little chance to ask and answer the question. As the results mentioned by respondents, interview and observation revealed that most of the teachers they were not used the techniques that mention in the above by some of the teachers.

According to the result illustrated in the table above, in item 4-8 all the respondents suggested, rarely, sometimes and always. The findings show clearly in item4, 5(50%), of the respondents said rarely, 3(30%) Of the respondents replied sometime and 1(10%) of the said always. In item 5,5(50%) of the participants replied almost never, 3(30%) of them said rarely, and only 2(20%) of the participants use presentation daily and weekly.

Table 28: The Response of Teachers Related to the Use of the Techniques

N0	Items		Alternatives					Total
	classroom teacher		Almost Never(1)	Rarely (2)	Sometimes(3)	Always (4)	Almost always(5)	
6	Using daily and weekly presentation	Free	6	2	2	-	-	10
		%	60%	20%	20%	-	-	100%
7	Role play	Free	3	5	2	-	-	10
		%	30%	50%	20%	-	-	100%
8	Story telling	Free	5	3	2	-	-	10
		%	50%	30%	20%	-	-	100%
9	Debating	Free	3	4	3	-	-	10
		%	30%	40%	30%	-	-	100%
10	Using instruction on the given topic	Free	4	4	2	-	-	10
		%	40%	40%	20%	-	-	100%
		%	50%	30%	20%	-	-	100%

As the results describe in the above in item 6, 2(20%) on item and 2(20%) of the respondents replied always. To strength the response that respondents replied in the table above interview and observation were ensured to apply group work, daily and weekly presentation, role playing is the

great challenge in the classroom because of large class size and unmovable char as the learner needs were seen in the classroom observation.

The results indicated in the table above in item 7, 3(30%) of the respondents replied almost never, 5(50%) of the participants said rarely and 2(20%) of the responded sometimes. In similar ways, 2(2%)of the respondents replied almost never, 4(40%) responded rarely, and 4(40%) Of the participants responded sometimes. According to the result that illustrated in the in the table above in item 11, 7(70%), and 10(30%) of the respondents said rarely. This response shows that the classroom teachers used more time by him or her. Because uncomfortable classroom environments to let the students practice oral communication among the factors that constrain of pair or group work. Similarly, interview and classroom observation also presented the same results that teachers did not let learners to practice in role play and storytelling on oral communication in English speaking through daily or weekly presentation on the given topic.

In the table above item 10 and 11, 6(79.72%) on item 10 and 95(50.53%) of the respondent responded almost never, 88(46.80%) and 40(21.27%) of the respondents on item 11, replied rarely and the other 3(30%)on item 10 and 5(50%) replied sometimes. In order to give more chance, the teacher should organize presentation, practice, and oral communication production to implements the above teaching technique (cotter, 2007). The absence of the above technique of teaching could hinder the students' oral communication performance

4.6. The Students' Interview

As mention in chapter three so far as, interview were conducted. After the data collected through the questionnaire that voluntary students to be interviewed and the result were summarize and analyzed. During interview, the participants replied to the five closed and open ended question. Concerning to the students past experience of EFL on oral communication learning in the class. Finally, the data of the interview were analyzed, and interpreted in the following ways:

Q1. Do you participate actively in group discussion during oral communication activities? How?
If your answer no, why?

Regarding to the above question, most of the respondents responded they were not participate in actively in EFL because of that they did not practice EFL during oral communication, while they were in junior school. This is because their English teachers always used lecture method and lack

of motivation and other students blame their poor oral communication, fear of making mistake and the influence of mother tongue when oral interaction take place in group. To be strength the students' response, the researcher check during classroom observation, the classroom teachers have not been expected the students on oral communication and students' did not get opportunities. This can be one of the barriers which make the students unfamiliar the natural features of spoke English.

Q2. Have you enough time to practice and communicate with your partner?

According to the above question, most of the students were replied that they had not enough time to practice oral communication with their partners. The reason that the students said most of the time were used by their classroom teachers and run to cover the given daily lesson dominated the class. To check the realities observation were conducted. Regarding to the observation results show or observed most of their teachers used more time by themselves and give less time for their students.

Q3 and 4. Do you feel confidence and speak English without any fear? Please, justify in detail.

The students were asked about their confidence, and most of the respondents said they have not confidence by themselves to communicate with each other. Some of the students replied that they have lack of words and the others said that they have lack of motivation when they learn in the lower grade. Because a lot of the subject that they learnt in afan oromo and this leads the students to use their mother tongue. To strength the students' response right or not classroom observation were conducted. As the students replied classroom observation ensure that most of the students had lack of confidence to speak English language with their partners in the class. And they need teachers' explanation rather than try by themselves. In the same way regarding to question 4 a lot of the students replied seriously fear their classroom teachers, fear of making mistake and some of them said there was short of time and lack of practice to speak English in oral interaction. As the interview results show number of the students use their mother tongues in the class room rather than using the target language.

Q 5. What are the main factors that hinder you to speak English?

The researcher were conducted interview the students about the barriers that hinder them to communicate with their partner in English speaking skills. Most of the participants replied some

of the barriers that hinder to use oral communication like, lack of confidence, poor speaking skills and lack of back ground knowledge. Some of the respondents mentioned the following barriers like, lack of practice oral communication in speaking English in the classroom, teachers 'method of teaching and mother tongue influence during oral interaction particularly in group discussion. In addition, classroom environments were one of the barriers that hinder to learn oral communication in the classroom. To check the realities that the respondents replied observation were conducted. As the classroom observation ensured that there are a number of factors that hinder students learning oral communication in English speaking class. Classroom teachers were not pay attention for practicing their students on oral interaction and they were focus and aware on the area of exam. Regarding to teachers method of teaching, the students had not got enough time to practice the target language.

4.7. Teachers' Interview

Interview was conducted with ten(10) English teachers on related question, teachers were asked about the barriers that hinder the students' oral communication learning in English speaking skills. They were asked whether the students can ask and answer the question by using the target language, the participants motivation were observed during oral communication in their lesson and how to communicate with their partners after practicing their students. Finally, the result that collected from interview were organized and analyzed. In addition, the depth of the factors that affect the students and ways of solution were asked:

Regarding to the barriers, most of the respondents teachers' said the background knowledge of their students too low and influenced by some of the factors like, mother tongue influence, lack of words, lack of interest and classroom environment were the major barriers.

Q 2. Your students ask and answer the question during oral communication implement in the classroom? Seven of the respondents replied that over half of their students they did not ask and answer the question during oral communication practice with each other because the students have lack of confidence and fear of making mistake during oral interaction and three of respondent teachers replied their students sometimes ask and answer the question.

Q 3. Have you seen when your students participate freely during oral communication? Please explain detail. The entire respondent interviewed and all of the respondent teachers (10) believed

that their students were not participating freely when oral communication discuss in class. Because barriers that they fear of making mistake. In general, the respondents' teachers replied that the classroom teacher always led their students to practice oral communication through asking and answering the question. This techniques was habited in the classroom it enhanced the developments of the students oral communication skills. In addition, using peer work, group work, role play and presenting lesson and the other technique did not used always by classroom teachers to practice students. If all teachers use these techniques and practice their students in oral interaction fear of the learners minimize.

Q 4. In your experience, what are the barriers that hinder students 'developing their oral communication skills?

The classroom teachers were asked about barriers of the students that hinder them to develop their students' oral communication skills. 8(80%) the respondents replied that there are so many barriers among these were: background of knowledge, lack of vocabulary, mother tongue influence, fear of making mistake, low interest and large in class size and 2(20%) of the respondents said the students have not chance to communicate with each other's. To check the realities of the respondents' observation were conducted. The results of the interview indicated that most of the students they were not participating actively in oral interaction in cases of the above reason were observed.

Q 5. If there are barriers of oral communication in the class, what is the solution?

According to the above question, the solution of the barriers, 10(100%) of the respondent teachers the respondents suggested that there were no important teaching material in the school that could be used as model for the students' oral communication skill. So as to minimize the barriers that mentioned so far, the classroom teacher should use the best teaching methodology that could help participation of the students.

4.8. Classroom Observation Results

Classroom observation was conducted with the help of check lists which include students' and teachers' role in the class and analyzed qualitatively. According to the check list that seen appendix C, the following problems are the most common one in the classes observed:

- Students were not given enough time to prepare for oral communication tasks students have no good attitude to words learning English language. In other hands most of them were not communicate always even active learners they were not used the target language except in the classroom.
- When the students were asked to work in group, not all of them were eager to contribute their opinion in English. Some of them participate actively, but other spoke very little or not at all. Instead of using the target language they prefer to use their mother tongue and need teacher explanation and prepare themselves to listen.
- Most of the students were not willing to ask and answer question in the classroom even when they were not understand the lesson clearly. And they have lack of ability to express themselves during oral communication interaction among the students.
- While the students were making oral activities and get actively involve, the other students in the class did not listen attentively. Learners look very nervous when they spoke in front of the class. Sometimes, they did not know what to say and kept silent.
- The researcher observes that the students were not voluntary to speak English in the classroom. In addition, most of the learners had low language proficiency and they had fear to speak English.
- Regarding to teacher role to help the students, most of the classroom teachers were not facilitate pair or group work discussion in the classroom, and also some active learners dominated other in group discussion were observed. In this case students were not motivated to practice oral communication.
- Some teachers were dictator and they talk all the time and do not give enough time to students to speak. Their class is usually full of stress and students are afraid during oral communication practice.
- Majority of the classroom teachers were not encourage students to interact in pair or in group work because learners were not willing to do the design group activities in case of inability create their own words.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1. Summary

This chapter outlines the summary, conclusion recommendation of the study based on the research questionnaire and research findings.

The objective of this study was to identify oral communication barriers that hinder students' English speaking skills in the classes with particular reference to grade nine (9) in chefe secondary school to suggest possible solution to barriers. Hence, to achieve this objective, the study was focus on the finding answer to the following questions:

1. What are some of the barriers that hinder students' oral communication skills in the class?
2. What are the students' related barriers that affect oral communication skill in the class?
3. What are teacher' related barriers that affect oral communication skill in the class?
4. What are the classrooms related barriers that affect students' oral communication skills?

So as to answer these research question and carry out the study, both mixed descriptive methods, like quantitative and qualitative approach was employed. To collect the necessary information, the researcher used different data collecting instruments, such as questionnaire, interview and actual classroom observation and mini documents of oral communication performance of the students were observed. Then the data that collected through interview and observation analyzed qualitatively. And the data that collected through questionnaire would be analyzed quantitatively. To analyze these data, researcher used simple descriptive survey method such as percentage, frequencies. In addition, to minimizing error, the researcher used the statistical SPSS software, version 16.0, was applied to calculate some of the students and teachers questionnaire and collected data.

The sources of data were collected from teachers, students of chefe secondary school and classroom observation. Among the total population of 750 students, 188 of them were selected by using simple random sampling or using quota system techniques for the questionnaire. All English teachers and voluntary of the target grade level were interviewed. Beside the ten (10) teachers of the school were observed for a month while they were teaching oral communication

lesson. The study has revealed the barriers that related students, teachers and classroom observation with the respect to student's oral communication in English speaking skills.

Finally, the collected data was analyzed quantitatively and qualitatively interpreted with SPSS version 16.0, and simple statistical tools such as frequency, percentage. And in relation to the basic question, the results of analyzed data have illustrated the following basic findings.

So, after all the discussion it is seen that the less interesting teaching methods, lack of support and insufficient learning environments are making their affective filter high. This high filters affects students and creates challenges to speak in English in the classroom. However, after discussing all the studies, findings and analyzing, I have figured these for a quick overview here:

5.2. Conclusion

To conclude all the finding that discussed and analyzed in this study so far that related to oral communication barriers that hinder students' oral communication skills, were concluded in the following ways:

According to the result indicated in the above, most of the students and teachers show less emphasis in using the target language on oral communication skill. This has direct or indirect impacts on students' learning English speaking skills in the class. In similar ways the classroom teachers, inability to create opportunities for learner to interact oral communication in the target language due to attitude about teaching or teacher method of teaching.

The study, furthermore, assessed that barriers that affect about the language learning, the classroom oral communication interaction practice and what the scholars in the field claimed about how can learn oral interaction in speaking English in the classes. Besides, the study also depicted that lack of confidence, poor speaking background; frequently use of mother tongue in the classroom during oral communication lesson implement and less chance to practice of the target language inside and outside of the class was among the students' related barriers that hinder their oral communication skills.

The finding also ensured that students had very low confidence on oral communication in skills. In addition, although knowing English language speaking is very advantageous, most students were not motivated due to the barriers and teachers' method of teaching.

Concerning students-related factors that affect their learning oral communication skills, student of Chefe Secondary school seems to sense of fearing of making mistake they do not speaking English language freely. That means most of the students use their mother tongue since they do not want to make error in front of other.

In other hand students do not find the necessary motivation from their teacher to improve the students' oral interaction in English speaking skills and teachers' emphasis lecture method in teaching and learning process without designing oral activities and students had less chance to practice the target language in the classroom. Moreover, large number of students in a small class and classroom environments in convenient of students' arrangements and shortage of time were considered as some of the classroom and other related barriers that hinder directly students' oral communication skills respectively.

In general, the failure of both classroom teachers and students to play their appropriate role during oral communication lesson implements in English speaking classes, their belief about language teaching and learning the more important oral interaction activities, teachers method of teaching, lack of motivation, in convenience of classroom environment were among the major barriers encountered in the students' oral communication skill.

5.3. Recommendation

Based on the finding of the study, the researcher forward the following recommendations for the oral communication improvement of students' oral interaction in learning process in English speaking skills, in the target grade level:

- Students should take responsibility in learning oral communication skills in the class and out of the class. And make practice to avoid the habit of fear of making mistake while oral communication. They have to participate actively in the classroom speaking exercises such as asking and answering questions, asking for clarity, take part in pair and group discussions, presenting what they discussed with their partner, asking for information, giving information and express their opinion, telling stories, playing language games and solving barriers that hinder them to learn oral communication. In addition to this, they should communicate with people outside their classrooms in English. And they have to use the language in the real life for the means of communication through taking responsibilities and getting themselves expose to the access of using oral interaction in English language.

- Students should be motivated to acquire a confidence whenever they make mistakes in language classrooms.
- Students should be encouraged to practice English language with native speakers in both inside and outside classrooms instead of using their mother tongue.
- Language teachers, as much as possible, created a free environment in which students' are willing to participate in classroom oral interaction. Teachers are advised not to discourage when students make errors or mistakes while they are motivate to practice oral communication in English speaking class.
- Teacher should enable the students to speak English with confidence, and avoid stage of fright, fear of making mistakes and criticisms of classmates, it would be better to provide a whole class discussion or warm up talks related to the topic they are going to discuss the given activities in pair or group work in order to help the students receive information from others and express their own feeling.
- To help the students enrich their knowledge, ideas and vocabulary capacities of English language and overcome shortage of ideas during classroom discussion, teachers have to expose the students to different oral activities and both teachers and students' are responsible for poor oral communicating ability of the students, teacher who have the professional knowledge and skills bear a greater responsibility for their students learning. Moreover, give more emphasis to oral communication skills and preparing tasks related to oral communication skills for their students.

From the results of the study, it was realized that grade 9 English language teachers could not practice oral communication in English speaking skills in the classes most of the time due to the large number of students they teach in their respective schools and their workload. Based on this fact, the large number of students in a class has to be minimized in order that the teachers can implement oral interaction in classes and give timely and specific feedback to their students.

- Teachers should give more time and opportunities than dominating their students in the classroom instead of using teaching teacher-centre approach or teacher front teaching, teacher should prepare variety activities to encourage the students to develop their oral communication skills in the classes.

Crivener (2007, p. 146) State “the most teachers task in the class, the loss space for learner to talk something as a result students way give a little opportunity to practice speaking skills”. As Scrivener expressed in above teachers teaching methods, the main cause for students less language competence because much time needed or used by the teachers rather the students. Teachers should give more time and opportunities than dominating their students in the classroom instead of using teaching teacher-center approach or teacher front teaching, prepare variety activities to encourage the students and develop their oral communication skills.

In general, the barriers of large class size, classroom environment and inconvenient seating arrangement need to be improved by concerned bodies to minimize the barriers and developing oral skills.

Finally, this study suggests that additional research should be conducted to come up with full comprehension on oral communication in English speaking skills and teachers’ best role in maximize learning on oral communication skills

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APPENDICES

Appendix-A: Questionnaire for students

Students' self-report on oral communication barriers Questionnaire

There are both objective and subjective types of question in the questionnaire. The objective types of questions are offered with expected alternative choice so that you are requested to put (✓) mark in the boxes provided in front of the choice that describe your ideas, whereas, the subjective questions blank spaces are provide, so that you are requested to give the possible response with your own words.

Direction: Writing your name is not necessary.

Age: From 15-18, 19-22, and above 23

Put tick(✓) mark in the box provide for opinion you agree

You can use English language or your mother tongue to answer question which require explanation.

1 What is your attitude to words learning oral communication?

Positive ☐

Negative ☐

2. When do you communicate with your classmate in the target language?

As your need arise ☐ When you are forced by your teacher? ☐ Not speak at all ☐

3. Have you communicate freely in the presence of your teacher? Yes ☐ No ☐

4. If your answer for no 3 is no why? Frustration of teacher ☐ lack of words ☐

Fear of making mistake others ☐

5. Does your teacher motivate you to use English language in oral class? Yes ☐ No ☐

6. What is the altitude of your teacher to word error on oral communication?

Positive ☐ Negative ☐

7. When you speak English in the class? You may make mistake, how would you perceive it?

Positively because it encourage to do more ☐ negatively because it is assign of failure ☐

Neutral ☐

8. Do you participate actively in speaking English discussions? Yes ☐ No ☐

9. If your answer for no 8 is no? What is the reason? Mother tongue influence ☐

cultural influence ☐ classroom environment others ☐

10. Which barriers you think more affect your English oral communication negatively?

Fear of making mistake ☐ Lack of word other tongue ☐

Lack of motivation ☐ Teacher method of teaching ☐ others ☐

11. Put some barriers you have chosen in order of their hindering oral communication and numbering them.

1. _____

2. _____

12. Do you sleep in the use of your mother tongue when you are given activities to be discussed by English language in the class?

Yes ☐ No ☐

13. If your answer for no 12 is yes, how often this does happen?

Always ☐ Most of the times ☐ Sometimes ☐ rarely ☐

14. What your teacher emphasize more in teaching learning process?

Vocabulary ☐ Grammar ☐ Oral language teaching ☐ Reading ☐

15. Whom do you think have more time to speak during oral class?

Teacher ☐ Students ☐

16. How often does your teacher prepare tasks that could invite to have a talk with each other in English? Always ☐ Sometimes ☐ not a tall ☐

Appendix B: Teachers' self-report on oral communication barriers Questionnaire

The purpose of this questionnaire is to identify oral communication barrier that hinders students during speaking English in the class. The response you give for every question has great value for successful completion this study. Therefore, you are kindly requested to give genuine responses for the question bellow.

Thank you in advance for your cooperation

1. Sex: A, Male B, female

Age: From, 20-25, 26-30, 31-35 and Above 36

1. Educational level A, diploma B, degree C, MA

3, Service: A, 0-3 years B, 4-7 years C, 8-12 years D, 13-17years E, above 17 years

4.Are your students participating to answer and ask the question in English classroom?

A. Yes B. No

5.If you say no ,what is the reason? _____

2. How many of your students participate in English lesson?

A, Most of them B, Half of them C, Few of them D, None of them

7. How many of your students have lack of ability to speak English in the classroom?

A, all of them B, Some of them C, Few of them

8.What are some oral communication barriers that hinder students in the classroom?

A, lack of practice B, Lack of interest C, Fear of making mistake

9.What is the other? And put the solution in the given blank space.

10. How can you express the performance of your students in speaking English in the class?

A, Very good B, Good C, Less

11. What method you use to help your students during oral communication in the class?

A, lecture method B, learner center C, using mother tongue

What is the reason? _____

Write the main factors that hinder students to communicate in speaking English.

12. Please, write the solution of the above oral communication barriers that hinder students speaking English in the class.

1. _____
2. _____
3. _____

Appendix C: Classroom observation check list

No	Items	Alternative Respondents	
		Yes	No
	Students role		
1	The students have a good attitude to words learning oral communication		
2	Are students speaking English language always?		
3	Are students actively participating in the classroom discussion?		
4	Are students using their mother tongue when they learn English language?		
5	Students are willing to answer their teacher oral question?		
6	Students make efforts to express their ideas freely in English?		
7	Are students ask oral question and answer the question?		
8	Students like oral activities and get actively involve?		
9	Is there an activity promoting English speaking in the classroom?		
10	The activities encourage students to interact in group or in pair		
11	Seem to be motivated to speak in English?		
12	Are the students voluntary to participate on oral communication		
13	Are the students having low language proficiency?		
14	Are the students fear while oral communication?		
	Teacher role		
15	Are teachers facilitating classroom discussion?		
16	Teachers can create collaborative work for the students		
17	Does teacher motivate their students during oral communication?		
18	Teachers talk more in the class interaction?		
19	Teachers help students when they face problems?		
20	Teachers act as a lecture in the classroom?		
21	Teachers encourage students to interact in the group or in pair work?		

Appendix D: The Technique Used by the Teacher

This study, explore the major barriers of oral communication of students English speaking skills, so you are kindly requested to suggest common factors based on your experience. The purpose of this questionnaire is to identify oral communication barrier that hinders students during speaking English in the class. The response you give for every question has great value for successful completion this study. Therefore, you are kindly requested to give genuine responses for the question bellow:

Nb.1=Almost never, 2= rarely 3=Sometimes, 4= Always, 5= Almost always, thus respond to these items by putting a tick “√”against your choice in only one of the five spaces in the response column under almost never , Rarely , Sometimes , Always Almost always.

N0	Items	Alternative Respondents				
		1	2	3	4	5
1	Individual work					
2	Pair and group work					
3	Asking and answering the question					
4	Using group work					
5	Dialogue					
6	Using daily and weekly presentation					
7	Role play					
8	Story telling					
9	Debating					
10	Using instruction on the given topics					

Appendix-E: Learner related factors

This study, explore the major barriers of oral communication of students English speaking skills, so you are kindly requested to suggest common factors based on your experience. The purpose of this questionnaire is to identify oral communication barrier that hinders students during speaking English in the class. The response you give for every question has great value for successful completion this study. Therefore, you are kindly requested to give genuine responses for the question bellow:

Part A: General information 1. Gender: male () female () 2. Age: ()

Nb.1=Almost never, 2= rarely 3=Sometimes, 4= Always, 5= Almost always, thus respond to these items by putting a tick “√”against your choice in only one of the five spaces in the response column under Almost never , Rarely , Sometimes , Always, and Almost always

NO	Learner related factors	Alternative and respondents				
		1	2	3	4	5
1	Students willing to express their own ideas in English.					
2	Students used their mother tongue during oral communication.					
3	Learners have no confidence to speak English in the classroom.					
4	Students like practice to speak English outside of the classroom.					
5	Learners prefer teacher's explanation than doing activities.					
6	Students hardly understand when their teachers speak English.					
7	Students do not have adequate vocabulary to express their opinion.					
8	Learners like to work in group using target language (English).					
9	Learners have good back ground on oral communication experience at the target language.					
10	Students use English during oral communication in the classroom					
11	The students are actively present the lesson in front of classmate					
12	Students have difficulties to listen what other says in English					
13	Students have lack of knowledge					
14	Students have less chance in oral communication activities					
15	Students prefer to learn grammar and vocabulary than oral interaction					
16	Students fear to participate during oral communication activities					

APPENDIX- F: Teachers, Environment and Implementation of Oral Communication Related Factors

This study, explore the major barriers of oral communication of students English speaking skills, so you are kindly requested to suggest common barriers based on your experience. The purpose of this questionnaire is to identify oral communication barrier that hinders students in the class. The response you give for every question has great value for successful completion this study. Therefore, you are kindly requested to give genuine responses for the question bellow:

1. Gender: male () female () 2. Age: ()

Direction: Please read the following statements through carefully, about your role in learning oral communication skills. Put a tick mark (√) in the column corresponding to your answer to show the degree to which you agree. Use the measurement scales below. The responses range from “*strongly agree*” to “*strongly disagree*”.

1 = strongly agree, 2 = agree nor disagree, 3 = Neither agree nor disagree 4 = Disagree, 5 = Strongly disagree

No	Teacher related factors	1	2	3	4	5
1	I feel oral communication are difficult to implement.					
2	I feel good when I used student’s mother tongue and I found the class easily handled.					
3	I enjoy teaching English in the classroom.					
4	I often create a good learning environment.					
5	I often motivate my students to participate actively in the target language.					
6	I feel happy to give enough time for my students in the class.					
7	I am not feeling confident in oral communication during teaching English language in the classroom.					
8	I have a good oral communication proficiency to help students					
9	I used teaching aid to teach English like cassette, tape recorder and other authentic materials.					
10	I feel that other students are better than me					
11	I encourage the students to ask and answer the question					
12	I used student centre approach in the classroom					
13	I give less time to oral communication lesson					
14	I prepare oral communication tasks daily and weekly					
15	I often give to teach language form than oral communication					
16	I often prefer teacher front ways of teaching than learner-centre					
17	I usually correct my students errors during oral communication activities					

	Environmental factors					
18	Classroom environment are comfortable to learn oral communication					
19	Classroom arranged in the way of facilitating to learn oral communication					
20	The school have English speaking club or lab					
	Implementation oral communication factors					
21	Class size is uncomfortable					
22	Attitude of students and teacher achievements good					
23	Shortage of time on oral communication practice					
24	Lack of motivation on oral communication					

Appendix G: Interview questions with students

Part I General information

Sex: Male, ____ Female, ____ Grade ____

Part II The main interview questionnaire

1. Do you participate actively in group discussion in oral communication? If you say no Why? And if you says yes how?
2. Have you enough time to practice and communicate with your partner? Explain.
3. Do you feel confidence on oral communication? Please describe detail.
4. Can you speak English without fear? Please explain .
5. What are the main factors that hinder you during oral interaction in the class?

Gaaffii fi Deebbii Barattoota Walliintaasifame.

Kutaa I Odeefannoo Waliigala

Saala: Dh_____ Du_____ Kutaa_____

Kutaa II Gaaffii Ijoogaafannoo afaaniin barattoota afdhyaatee.

1. Daree barattoota keesatti afaan Ingiliffaansi'a'inaan hirmaata?
2. Hiriyoota keewliin shakaluuf yerooga'ani qabdu?
3. Afaan Ingiliffaayoodu dubbattu ofitti amantumansitti dhaga'ma?
4. Daree barnoota keesatti barsiisan keesijajabeessa?
5. Sodaatokko male affan Ingiliffaanidubbata?

Appendix H: Interview question with English teachers

Part I. General information

Sex: Male ___Female ___Age_____

Qualification: A, Diploma B, degree C, MA

Years of service: A, 2 year B, 3-5 C, 6-10 D, 11-15 E, 16-20 Above 21

Part II

Interview questionnaire

1. Have you seen oral communication barriers in English speaking class? Please describe?
2. Your students can ask and answer the question using English language? Explain some more
3. Your students participate actively during oral communication in the class?If you say no, what is the reason?
4. In your experience, what are the factors that hinder students' to develop oral communication?
5. If there are some barriers of oral communication in the class, what is the solution?