

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTEMENT OF ENGLISH LANGUAGE



**ASSESSMENT OF STUDENTS' ATTITUDE TOWARDS SPEAKING ENGLISH
LANGUAGE ON THEIR SPEAKING PERFORMANCE: THE CASE OF GRADE TEN
STUDENTS AT MERARO HIGH SCHOOL, ARSI ZONE**

Balcha Miecha

August, 2017

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By:

Balcha Miecha

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ARSI ZONE OF OROMIA.

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DECLARATION

This thesis is a presentation of my work. Wherever contributions of others are involved, every effort is made to indicate this clearly. The work was done under the guidance of Dr. Mekonen Gemechu at Adama Science and Technology University.

Thus, I declare that this research is my own work and that I have acknowledged the work of others.

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Adama Science and Technology University

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ABSTRACT

This study aimed to describe students' attitude towards speaking English language in the class and their speaking performance. Descriptive research method was used to study the variables where both quantitative and qualitative data were used to analyze the students' attitude towards speaking English language in the class and their speaking performances. The participants of the study were two Grade 10 English language students and 100 randomly selected students for responding questionnaire and twenty five more students who were also chosen randomly to answer the speaking test and eight students for interview from Meraro High School. The collected data regarding the attitude questionnaire and their speaking performance which was measured by self – made -test were analyzed quantitatively using percentile ratio and graph, whereas the data obtained from interview was analyzed qualitatively. Findings of the study reveal that the students have negative attitude towards speaking in the class and that their speaking performance is not satisfactory. Therefore, the students should understand the importance of speaking, because their awareness may facilitate their attitude for learning speaking, and teachers should give more opportunities to speak English in the class by using variety of speaking activities that help the students to develop positive attitude towards speaking English in the class. Also further study is needed to examine the magnitude of the teachers' method for teaching speaking skill produced negative attitude on the students speaking activities in the class.

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Abbreviations

AMTB	Attitude Motivation Test Battery
CLT	Communicative Language Teaching
EFL	English as Foreign Language
MOE	Ministry of Education

CHAPTER ONE

1.0. Introduction

Background of the study, statement of the problem, research questions, research objectives, significance, and organization of the study are presented in this chapter.

1.1. Background of the Study

Language learning is regarded as the corner stone of human existence. Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009). Any human daily activities or plans are not complete without communication in language. That is why language teaching/learning in school is given due attention. English language is one of the languages taught in many countries since it is a technology, politics, travel, diplomacy and etc. language. It is also taught in Ethiopia for two main purposes. First, it is a medium of instruction at high schools and higher educations. Second, it is taught as a subject starting from grade one to master learners with adequate language knowledge internationally communicate accurately and fluently (MOE, 1994).

In language learning there are four macro skills taught for effective communication. These skills are grouped into two. They are receptive skills and productive skills. Speaking is the productive skill most frequently used worldwide. Ur (2000: 12) declares that “of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing.” In other word communication skill people will probably use the most is speaking.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Burns and Joyce, 1997). This means the importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, they can display the different functions of language.

It is also very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003: 05) support that “a student who can speak English well may have greater chance

for further education, of finding employment and gaining promotion.” Thus, student should have the ability to speak English in order that they can communicate with others.

From teaching/learning experience, after learning for a certain years, students do not communicate with this language skill as expected at their level. This may be due to different factors. One factor might be lack of attitude as stated by Zaremba, (2006). Attitude towards speaking English is one of the chief predictors of success in English communication. According to Gardner, Lanlone & Moorcroft (1985) attitude is a factor that has an impact on foreign language learning since how much effort put on language learning relies partly on attitude. As supported by Dornyei (2001:2) “my personal experience is that 99 percent of language learners who really want to learn a foreign language (i.e. who are really motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their aptitude.

That is positive attitude has positive effect on learners speaking performance; while negative attitude can cause their poor speaking performance. Attitude of students towards the learning and the approaches they employ affect their motivation to learn (Cotter, 2001). Hence, English language teachers try to develop their learners’ oral communicative competence through the diversity of activities in their classes which must include different types of styles of expressions. Each teacher is going to select and adapt the suitable activities. Teachers put lots of consideration and devotion to English language speaking activities in class. This is mainly because, speaking practices in class help improve students’ fluency.

Positive attitudes on the part of language learners can cause the development of an integrative motivation and this can consequently facilitate second language learning progress when the speaking class involves task such as discussion, role play, picture narrating and information gap (Mai & Tuan, 2015). This has been asserted that second language learners profit from positive attitude, whereas negative attitudes may lead them to lessen their motivation (Bailey, 2005). Their negative attitude can be altered, usually by introduction to reality for example, by meeting with actual persons from other cultures.

From teaching experience, syllabus for grade nine and ten has placed a number of activities in the students’ text book, which are designed to develop learners’ sensitivity to foreign languages and cultures. Therefore, these also raise their awareness and motivation for learning English language which will be measured by the Minimum Learning Competences. To intensify the students’ speaking skill as projected in their syllabus, their active participation is required.

1.2. STATEMENT OF THE PROBLEM

Speaking seems to be the most important skill of all the four language skills. Nunan (1991:39) indicated that "Success is measured in terms of the ability to carry out a conversation in language". If students do not need to speak in the language class room, they may get demotivated or lose interests in learning speaking the target language. Those who fail to involve in the speaking practice, do not improve their speaking ability and those who are highly motivated and usually take part in speaking activities can improve their speaking ability. Common experiences also suggest today's world call for speaking practice geared toward to improving student's communicative skills, which can be witnessed when students express themselves following the social and cultural rules appropriate in each communicative circumstance.

In English Language classroom, speaking is the most often used skill (Brown, 1994). It follows that it is recognized as critical for functioning in an English language context, both by teachers and by students. Hence the ability of students to communicate naturally in English is one of the long-term goals that language teachers would like to carry out the given tasks in class.

Therefore the main goal teachers wish to achieve in teaching the productive skill is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest.

Although students have studied English for considerable years, they face serious problem because they do not hold conversation for a short period of time in a speaking activity. In line with this, for instance, Nunan (1999) asserted linguistic competence, an adequate vocabulary and mastery of syntax ability are needed to speak in another language. In other words these students who face difficulty to hold a short dialogue in spoken class, lack linguistic competence, inadequate vocabulary and lack mastery of syntax of the target language they studied.

As a consequence of this, they, as witnessed in the class, are shy and reserved in spoken class. They do not want to take active part in spoken class contrary to what has been suggested in their syllabus and text book. As a matter of fact teachers face difficulty how to carry out speaking class.

The teachers' problems have many facets. For one thing, if the students are not willing to take part in the spoken class it will be difficult for teachers to conduct the teaching speaking

efficiently for English is the medium of instruction, and that spoken language should be used in order to give guidelines of the lesson for them.

For another, when the students' level fluency is lower; then students get no job opportunities for many companies and organizations look for people who speak English very well. More over as stated above speaking can help students to develop their vocabulary and grammar and then improving their writing skill in due course, this will not be realized for the students who have difficulty in spoken English.

As the process of learning and applying the skills of oral English are so closely related, classroom should be the place where the use of spoken language is sensitively supported since it enables the students to make connections between what they know and what they are learning.

However, experiences in Meraro high school grade ten students seem to show that teaching speaking skill is at stake because students are not willing to take part in speaking activities such as dialogues, role play, story retelling, peer interview, drama and etc. Due to this, they cannot even hold talks for short period of time and do not ask and answer in the target language. Some students simply sit passively in the class.

To address the root cause of students' speaking problem in relation to attitude some studies research have been conducted .Kider (2017) was one of them who conducted a research on factors that affect teaching speaking skills at Robe Teachers College.His finding suggested that the students donot practice speaking both in and out-side the class room due to: lack of motivation, fear of making mistakes, lack of self- confidence, poor grammar knowledge, shortage of vocabularies, lack of exposure and their poor back-ground experience.

Chot (2015) was the other one who conducted research on factors affecting the students' learning speaking skills at Gambella Teachers College. His finding showed that: teachers did not let students to practice English speaking through techniques; they did not let students to learn speaking through listening to the records. They also did not let students to learn speaking through individual or group presentation and did not use learners-centered approach.

On the other hand students were not learning by themselves. They were not actively participating in the classroom discussion; they did not evaluate their own learning weakness and strengths. They were rarely listening to the foreign English radio station programs; they had very low confidence in English speaking. Most of them were not motivated due to the teachers' speaking activities design. They had positive attitude towards the culture of the native speakers but, they

were always preferred to speak in mother tongue. In addition, they had difficulties to listen and comprehend what other person was saying in English. They had less knowledge of English grammar and vocabulary.

Their learning environment was not conducive; Classes were very large or overcrowded. In addition, their seating arrangement was not in way that could facilitate their learning English speaking skills. There was no language laboratory and other language resources centers at the college.

Sisay (2013) was also the other researcher who assessed the challenges of teaching speaking skill in a large classroom and his research findings revealed that although English language teachers have positive attitude towards teaching speaking skill, there are a number of problems that challenge them to practice it.

Even though the researches discussed above explained factors affect students teaching/learning speaking skill, no attempt has been yet made to describe the students' attitude towards speaking and their speaking performance. Because of this, it is not known what made students not to take active part in spoken class, also it is not known whether or not the current trend of teaching speaking in the class contributed to the students' attitude and speaking performance. In order to fill these knowledge gaps and address these problems, it is worthwhile to conduct this research. As a result, this study attempted to describe students' attitude towards speaking English language in the class and their speaking performance at Meraro High School grade ten students.

1.3. Objectives of the Study

i. General Objective

The general objective of this study was to investigate grade ten students' attitude towards learning speaking in English class and their speaking performance.

ii. Specific Objectives

The specific objectives of this study were to:

1. Describe the students' attitude towards speaking class at Meraro High School.
2. Determine speaking performance and the attitude of students of Meraro High School.
3. Explore the magnitude of attitude of Meraro High School students towards speaking.

1.4. Research Question

This study in the end attempts to answer the following questions:

- 1) Do the students at Meraro high school hold favorable attitude toward speaking activity in class?
- 2) Why the students at Meraro High school are unwilling to take part in speaking class?
- 3) Does the current teaching speaking skill at Meraro High School result in negative students' attitude?

1.5. Significance of the Study

This study will have the following benefits. It will help education officials and other concerned bodies to take into account students' attitudes, which influence the teaching and learning process. It will also help English language teachers, education officials and other bodies to recognize the constraints that exist in Meraro secondary school an attempt to implement speaking practice in class. It may also be used as a basis for future studies in the area.

1.6. Scope of the Study

This study limited on grade ten secondary school students ,and their attitudes towards speaking English language in the classroom and their speaking performance. Hence, it was limited to find out why their attitudes declined during practice stages specifically in speaking activity. To keep the study in manageable size, the study will be limited only to English language students of four grade ten sections of Meraro high school in Arsi zone of Oromyia Region.

1.7. Organization of the Study

This study aimed to describe the students' attitude towards speaking English language in the class and their speaking performance of grade ten students' at Meraro High School which was found at Arsi Zone of Oromyia Region. For this reason, the purpose of the present paper was to describe why the students speaking attitude weaken. This research described various approaches to teaching speaking and provided a rationale for an integrated approach to teaching speaking in the language classroom based on the premise that speaking is skill and skill can indeed be improved. Therefore, this study was conducted in 2017 academic year, at a school in Arsi zone of Oromyia by the participation of students. Data collection of the study was descriptive which was made of an attitude questionnaire towards the practice of speaking classrooms, test scores of speaking administered to twenty five of grade students and interview to ten students.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0. Introduction

This review provided a theoretical background on the concept of the students' attitude toward speaking and students speaking performance. The review contained the definition of attitude, of speaking, historical background of the study of speaking and attitude, speaking teaching principles, teachers' role in speaking class, student's attitude in speaking class, kinds of speaking research endeavors carried out so far.

2.1. Speaking

Speaking is the delivery of language through the mouth which only humans are endowed with. When a person speaks words which are arranged in a manner to give complete meaning, thus making the speaker is being understood by others. Speaking is also among the four language skills: listening, speaking, reading and writing. Speaking can be formal and informal: informal speaking is used with family and friends or people with whom one meet for the first time; whereas, formal speaking occurs in business or academic settings. Speaking is probably the language skill that most language learners wish to master as quickly as possible. (Oxford Dictionary)

2.2. Attitude

Attitude is usually defined as a disposition or tendency to respond positively or negatively towards a certain thing such as an idea, object, person, or situation (Baker,1988).Previously the term attitudes was used to refer to the set of beliefs that the learner holds towards members of the target language group and also towards his own culture. Attitudes differ in intensity or strength. Language attitude is an important concept because it plays a key role in language learning and teaching, they added.

Stern (1983) distinguished three types of attitudes in second language learning situation : (a) Attitudes towards the community and people who speak the L2 (group specific attitudes), (b)Attitudes towards learning the language concerned; and (c) Attitude towards languages and language learning in general.

As pointed out by Stern attitudes towards a particular language might be either positive or negative. He added that some learners may have negative attitude towards the second language and want to learn it in order to prevail over people in the community but generally positive attitude strengthens the motivation. In sheer contrast, however, there are some individuals who might generate neutral feelings. It is also possible to argue that attitudes towards language are likely to have been developed by learners' experiences, which may be changed during the passage of time. It could refer to both attitudes towards language learning and attitudes towards the members of a particular speech community as indicated in the previous paragraphs.

According to Karavas (1996:138) "Attitudes are merely one of types of factors that give rise to motivation which eventually results in attainment of proficiency in a second language." In other

words, attitude not only an energizing traits but also is a stepping stone in language acquisition endeavor. Ebata (2008) contends that the successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another linguistic-cultural group. They also indicated that the learner's ethnocentric tendencies and his/her attitudes toward the members of the other group are believed to determine how successful he will be, relatively learning the language. In addition, his motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward the learning task itself.

From the above discussion it is possible to state that the learning tasks of students are influenced by a variety of factors. Two of them are learner's attitude and their perception toward the target language. This is why the impact of attitude has been given due attention by many scholars. For instance, (Mai & Tuan, 2015) are among these who believed that there is strong relationship between attitude and language learning. They explained on one hand speaking practice in the class benefits students when it is carried out willingly and with commitment. On the other hand, he acknowledged that there is a case where students develop negative attitude towards speaking practice. Their change of attitude is related with the amount of anxiety that they have in foreign language learning situations, he concluded.

Baker (1988) described attitudes are capable of being thought about and are feelings and emotions attached to them. He added that they are dimensional rather than bipolar varying in degree of favorability or/un-favorability. In addition, they influence a person to act in a certain way, but the relationship between attitudes and actions is not a strong one. They are learnt, not inherited or genetically endowed. As pointed out they tend to persist but they can be modified by experience.

A more comprehensive definition was given for the term attitude by Wenden (1985, cited in Al-Tamimi & Shuib, 2009), as encompassing three components: cognitive, affective and behavioral. According to him the cognitive component is related to the beliefs and ideas or opinions about the object of the attitude. The affective factor is about the feeling and emotions that one has towards an object, likes or dislikes, with or against. The behavioral component is made up of one's consisting actions or behavioral intentions towards the object. Regarding Wenden's theory of attitudes, Van Ells et al. (1984, cited in Al-Tamimi & Shuib, 2009) claims that it does not really matter whether all or only one of the three components are measured; the relationship between the components is so close that sufficient information on an attitude can be obtained by measuring only one component, no matter which.

2.3. Attitude in Language Study

Attitude previously considered as something physical and was used to describe the pose people took for portrait (Baker, 1996). From psychological point of view, it was first defined as a mental state of readiness to respond to something based on experience and influencing posterior behavior toward specific object. In second language acquisition, Gardner and Lambert (1972) identified two main roles of attitudes:

- 1) Instrumental attitudes are related with the desire to receive social –status recognition or profitable benefits ,and
- 2) Integrative attitudes are related to the desire to be integrated into another language community

These roles describe the position of students with respect to their language learning situations. Instrumental attitudes are when the student is learning the language for personal interest, and integrative attitudes are when the students are learning a language with the desire to be integrated into specific community that speaks that language.

Since attitudes are constructed based on past experiences, as defined by Baker (1996), it could be postulated that attitudes toward foreign language, language learning situations and people who speak other language is constructed. By the same analogy, if the students receive a positive experience with other language in the elementary school education, they will develop positive attitude toward those language, toward school, and toward their classmates with other than English language background, and these attitudes will be reflected in their later life and education (Lindholm Leary & Borsato, 2001).

Large numbers of studies were found when the studies about attitude began. Due to this, several studies on integrative and instrumental attitudes were conducted. These include Sakurgai (2008), on American Colleges students enrolled in Chinese, French, Japanese, or Spanish classes, Gardner and Lambert (1972) on high school students in the U.S enrolled in French classes.

By 1985, Baker had introduced the idea that attitude toward language is related simultaneously with students home-language and cultural background as well as with other factors; age, gender, achievement and type of school. He also argued that in previous studies, the focus had been uni-directional and only considered one factor at a time in uni-directional way. A two-way factor was not considered; neither was it considered that several factors together and at the same time could be affecting students' attitude toward learning language skills.

Some studies have reported that attitudes toward a foreign language are also related with ethnic background. For example, Saukuragi (2008) found that attitudes of U.S college students toward second language (Chinese, French, Japanese or Spanish) were related with social distance. He also defines social distance as the willingness that a person has to accept and to relate with people from different ethnic background.

The time that students spend learning a language is another factor the research literature indicates could impact students' attitudes, particularly their cross cultural attitudes.

Azizifar, et.al(2015) reported that as student learns more about a particular language, he or she develops more positive attitudes toward the people who speak the language. In other words, the

more time the students spent learning the language, the more positive their attitudes became toward the French speaking community. More recently contrary to the above case a body of research for improvement of attitude found out that elementary students attitudes toward foreign language became more negative over time as they were getting older. In this section issues pertaining to the role of attitude in language teaching have been touched upon. The following section discusses the underlining principles of teaching speaking.

2.4. Speaking Teaching Principles

The principles of public speaking are intertwined with the development of speaking for special communication. When a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback (Lucas, 2001).

Green (1995) explained the principles behind teaching speaking demand several valuable components. For him the most important one is a higher motivation which can be seen when students doing tasks outside the class. He mentioned these activities include doing some extra activities like listening, news in English, listening music and watching movies.

He explained that the motivation that the students have is a combination of their effort plus desire to achieve the goal of learning plus favorable attitudes. Therefore, teachers use their experience to choose topics in order to attract students' attention by creating meaningful contexts; because unreal context cannot help students to get involved in such a real life activities as job and academic settings. As it has been explained above just as teachers have their role in speaking class so are students who also have their share to contribute for the effectiveness of learning speaking in the class.

2.5. Students' Attitude towards Speaking English

From the above discussion it is possible to suggest attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends partly on attitude. Thus, to see what exactly is happening in the class there is no suitable place other than class. To this end, so far there has been ample research conducted to address and explain what difficulties students encounter in the speaking classes elsewhere. For example, Park & Lee (2005) examined the relationships between second language learners' anxiety, self-confidence and speaking performance.

The result indicated that learners' anxiety level was negatively related to their oral performance. Based on their findings, Park and Lee reached a conclusion that self-confidence affected significantly on second language learners' oral performance. They stated that if the learners were more confident, they would have been better oral performance. There were others on students' attitude towards speaking English language to determine their short comings. For example, Tanveer (2007) investigated factors that cause language anxiety for twenty language learners in

learning speaking skills and the influence of anxiety on communication in the target language. His findings suggested that students' feeling of stress, anxiety or nervousness may impede their language learning and performance abilities. Another equally important component in addition to the teachers and students role for the effectiveness of speaking skill is motivation, self – confidence and anxiety.

2.6. The Relationship among Attitude, Motivation, Self-confidence and Anxiety

The students' attitude related with motivation, self-confidence and anxiety (Oxford, 1990). Oxford states that one of the most important influences on language learning success or failure is probably these affective sides of the learner, also Krashen confirmed that these affective variables played a decisive role for the success in second language acquisition.

Later Tanveer (2007) found anxiety is the major contributing factor determining attitude and motivation towards learning a second language. In addition Al-Tamimi&Shuib (2009) estimate up to one half of all language students experience debilitating levels of language anxiety. In the language learning, controlling students' anxiety level seems to be the key changing their achievement.

Fear, anxiety, uneasiness or nervousness about communication is words often used interchangeably with scholarly terms "communication apprehension". McCrosky (1993: 21) defines communication apprehension "as an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons,"

Communication Apprehension is a common emotional response to speaking that many experiences. In recent research involving thousands of college students and adults indicates that between 70% & 75% of population reports a fear or anxiety about speaking (McCrosky, 1993; Richmond & McCrosky, 1995). That means almost three out of every four people around would say they are anxious or nervous when it comes to giving a speech. Researchers in the field of communication point out that most anxiety about speaking comes from a speaker's thoughts about himself/herself in the situation. The more they believe they have the knowledge and skills to give a good speech, the more they will approach giving a speech with eagerness and confidence.

2.7. Teachers' Role in Speaking Class

Teachers' role in speaking class is decisive for improving the students speaking proficiency. Regarding the roles that teachers play Horwitz, et al., (1986) advice, that they need to have a clear understanding of the language being taught and student beliefs, because learners with realistic and informed beliefs are more likely to behave productively in the class, work harder outside the class, and (crucially) persist longer with language study. This must be taken into consideration particularly due to the fact that when students' beliefs and performance do not match, they become frustrated and disappointed with the class and with themselves resulting in hindrance in the intake of the material. Therefore, it can be argued that having positive or

negative attitudes towards a certain language and the way learners perceive that language can exert considerable influence upon their performance on the language itself.

Most students consider their teacher as a role model. For this reason, to motivate them to learn English, teachers need to be enthusiastic, cheerful and sincere (Brown, 2000). Brown also advised teachers to show their students that they (teachers) actually care for them (students), and teachers are there to help them master the English language, rather than constantly criticizing or correcting them. Students want teachers who are friendly, caring, and trustworthy.

Always teachers should be well prepared for the lesson, and show willingness to answer students' questions. In addition, involving verbal talk (use of humor, use of students' first names), and nonverbal gestures (eye contact, positive gestures). Immediacy behavior such behavior has a positive impact on motivation to learn, and can decrease foreign language anxiety (Lindholm & Borsato, 2001). When students have difficulty answering, teachers are advised to provide scaffolding techniques rather than calling on another student. Using the following techniques such as:

- a) Thinking aloud,
- b) providing hints and clues,
- c) Providing appropriate feedback,
- d) Explaining the stages necessary for task completion help students to actively engage in the speaking activities (ibid).

According to Lindholm & Borsato (2001) Teachers should not set apart their students based on qualities such as gender, ethnicity, or parents' background. It is also important to remember that active participation is a major determinant of performance in the foreign language learning; thus students need to participate in speaking classes. In order to avoid communicating low expectancies for success, teachers should avoid the following:

- a) Calling on weak students less often to answer questions,
- b) Providing fewer clues to low achievers when they have difficulty in answering,
- c) Rarely expressing personal interest in low achievers,
- d) Criticizing low achievers more often when they make mistakes, and
- e) Smiling less often to weak students, waiting less time for them to answer, staying farther away physically, or avoiding eye contact with them.

It is also important to establish a classroom atmosphere in which language errors are considered a natural part of the process of learning a foreign language. If errors are ridiculed, some students may suffer from communication apprehension, that is, they will be unwilling to communicate using the target language (Park & Lee, 2005).

Experiences have also shown students in speaking class often develop negative attitudes due to the lack of stimulating, authentic teaching material and tasks. Tam (1997) suggested authentic material is meaningful to students, challenges their cognitive abilities, and engages them personally. It also increases interest and intrinsic motivation. When English course book contains few authentic texts, then teachers need to provide students with authentic texts and activities.

Authentic material and tasks should be selected based on the following guidelines:

- a) They should be related to the students' interests, knowledge and everyday experiences.
- b) They should foster learner autonomy by providing activities and tasks that require students to use English language for authentic communicative purposes.

It has been indicated the teachers' roles have a great impact on promoting positive attitudes towards learning English as a foreign language. However, they overlap, and fostering of positive attitudes is a complex mixture of all the features described. Hence, English teachers should also note that the principles and techniques described above are general. Teachers need to adapt them according to their students' needs and the specific teaching context.

In addition to these students have attitude towards (a) the target language; (b) target language speakers; (c) the target language's culture; (d) the social value of learning the target language; (e) particular uses of the target language; and (f) themselves as members of their own culture will have either a positive or negative influence on the learner's desire and hence, their ability to achieve proficiency in the Target Language (Stern, 1983).

Stern indicated that having a positive attitude toward the language and culture and toward learning a foreign language is an important contributor to the success of foreign language learning. A positive attitude might lead students to interact with native speakers, which in turn increases the amount of input that students receive. A positive attitude often leads learners to use a variety of learning strategies that can facilitate skill development in language learning.

In other words teachers also understand that there are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking.

Confidence and competence usually lead to strengthen English speaking skills. Patil (2008) asserted that building up the learner's confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and sufficient tasks and materials (Bailey, 2005). For effectiveness of speaking, Shumin (1997) pointed out a number of elements involved, including listening skills, socio-cultural factors, affective factors, and other linguistic and sociolinguistic competence such as grammatical, discourse, sociolinguistic, and strategic competence.

2.8. Kinds of Speaking Activities

Different scholars suggest ranges of speaking activities that can help students for communication. Among these, some of the most widely used are discussed below.

2.8.1. Free speaking Activities

In this speaking activities there controlling tendency on the parts of teacher to let the students work and do activities on their own freely in the classroom. This approach gives all the students an opportunity to talk while working out the activities. Information gap activities are one good example of such a type of activity. Bailey (2005) indicated that free speaking activities allowed students to feel free and encourage them to work on fluency. Activities such as sequencing a series of pictures and jumbled sentences fall into this category.

2.8.2. Dialogues

Dialogues refer to conversation held by two people of different opinions. Dialogues involve question-answer drill which helps the students to internalize the phonetic and syntactic design of English. The questions have no necessary relation to the student's life or interests, and the students simply respond according to instructions from the other person (Dobson, 1997). For example, suppose the students are learning irregular past tense verb form. To provide dialogue on these forms, the teacher instructs the students to give affirmative long answers.

Dobson advises teachers to use dialogue pertaining to reality always and avoiding questions related with to social status or references to personal situations that might prove embarrassing. He appreciated the essence of dialogue as a stepping stone to free communication, and that can help students develop fluency in English.

2.8.3. Improvisations

The other kind of speaking which students can do in the class may be Improvisations. As Dobson (1997) stated once students are adept in performing their own renditions of given dialogue situations as outlined in the preceding topics, there is technique which more seems like drama of a special conversational technique known as improvisations. He explained an improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation. In drama students learn how to polish their acting abilities in improvisations. Whereas English language students working with improvisations, use the language in inventive and entertaining form. Because improvisations demand a high degree of language proficiency and imagination, they should only be used with relatively advanced level English language students.

2.8.4. Plays

Dialogues and improvisations are forms of role playing, which is used as engaging device to stimulate students to use their newly acquired English. As it is known, role-playing involving two students only, but several students can interact in a role-playing situation (Bailey, 2005).

However, plays are especially popular activities in conversation clubs where the group has sufficient time to devote to study, practice and staging of a play. Plays require too much time to work with conveniently in just one class hour. A teacher may wish to schedule a short skit or skits during a class period to give several students a chance to participate in role-playing (Dobson, 1997).

He also raised the case where the students' text book can be used for the reason that it has so many long dialogues, which involves more than two speakers. This, he said, can be used as the bases of skit. More practically students read their assigned role aloud two or three times. Then, they close the text books and follow the general pattern of the material by role –playing in their own words.

He added that the role playing activity that students do in the class can be extended to the level where it involves several students –mother, school principal, teacher, and teenager. For example, a teacher may write a few lines of conversation that these characters may say, and then he/she asks the students to suggest additional lines from the students in the class or the participants of the role play activity. After they have created the reminder to the skit, they engage in it as outlined earlier.

Then teacher ask each student to think up his/her situation involving several students. The students should write the situation on the slip of paper as in the example below.

Speakers: Grandfather, grandmother, mother, older son, younger son, daughter

Situations: The daughter is getting married. Her parents want to wear the grandmother's fifty-year-old wedding dress, but she wants to dress a new, modern dress. Her brothers are bored by the wedding plans, her father is afraid the wedding will be too expensive, and her mother is too excited to speak calmly about anything.

After collecting the slips of paper, teacher can choose the situations that would be easiest for the students to act out. Then describe one of the situations a teacher has selected to the class, assign roles, and have the students enact the situations on an impromptu basis.

Dobson (1997) indicated that although the role play such as the one described above involve so many students in speaking activity, many teachers would like to use role playing exercises are afraid to try it in the class because they wrongly assume that role play of that kind is too childish or embarrassing for two main reasons: getting students cooperation in it and convincing them that role play is beneficial and entertaining is far difficult.

2.8.5. Small Group Discussions

Dobson (1997) also asserted the use of small group discussion when the speaking class has more than three students. He believed that small group discussion is an excellent way of giving students opportunities to speak English. To supervise the group work, teacher circulates from one group to another and offer advice where necessary. Discussion technique for use in small group, he outlined as follows:

- 1) to divide the class into small groups of three to six students each, and give each group a different discussion topic that will necessitate outlining several important points, and to have one student in each group write down these points as they emerge from discussion by group members.
- 2) to allow the groups to discuss their respective topics for at least 10 minutes. When group have finished their discussion, they should elect a spokesperson who will report on the group collective thought to the entire class.

- 3) to call on the spokesperson of one group .After he/she gives a short presentation (five minutes or so), class members should question him/her in his /her group on viewpoints expressed. Hence teacher can help the general discussion along by addressing their own questions to member of the group.
- 4) to follow the same procedure with the remaining groups until all groups have given their presentation.

Dobson also suggested substituting a very short reading selection on topic of general interests instead of giving each group discussion topics. After group members have read the selection (each student should have his own copy),they can list the main ideaand discuss why they agree or disagree with the view point expressed in the selection. A spokesperson can address the entire class by summarizing the selection and describing the group's reaction to it. Teacher can generate further discussion of the topic at this point by asking other class members to give their views on the subject, he concluded.

2.8.6. Pictures

Pictures for use in conversation class may come from books, magazines, and newspapers or they may be ones drawn by a teacher or from students. They may be photographs, color prints, lithographs, paintings, line drawings, or halftones; these can serve as excellent conversation starters (Dobson, 1997).

Dobson also explained how pictures can be used in speaking class. He explained if teacher has truly large picture (such as posters, charts, photographs which shows different people doing thing, this can be shown to the student or to the groups while the teacher circulates and oversees the inspection.

Dobson also clearly indicated how pictures can provoke a thousand words. He mentioned the following various techniques may be used by teacher who would like to implement it in speaking class to:

- 1) Ask the students to describe in detail what they see in a given picture. At this stage, the students are expected to enumerate objects and persons, and teacher asks students using questions which lead students in to making comment based on inference.
- 2) Show two pictures that have many likenesses and ask the students to comment on the likeness, and that the teacher can use the technique with the two pictures that have several differences, in which case the students discuss the differences.
- 3) Allow the students to inspect a picture of person .Then the students should describe him fully-his age, physical features and expression.
- 4) Show a humorous picture and ask students to discuss what makes it funny. They may recount funny events that they have experienced themselves or humorous examples from books, movies or television.
- 5) Show a picture of a person and have a student create a story about the person.
- 6) Have the students analyzed a picture that has dramatic or unusual quality; they should then try to explain what gives the picture this quality.

- 7) Have students examine a picture portraying people in a dramatic situation. Ask each student what he/she would do if he/she were one of the persons in the picture.
- 8) Have each student bring pictures from current publications that tell a story. Then class members should construct appropriate stories around the pictures.
- 9) Select pictures that show before and after and cause and effect relationships and ask students to describe what they think has happened in these scenes.
- 10) Show pictures that are authentic representations of life in English speaking countries and have the students discuss features they find interesting or unusual.

2.8.7. Advertisements

Dobson (1997) said since students often find the illustrations and vocabulary in English advertisements captivating, teacher may bring various pictorial advertisements to conversation class. The list of advertisements include announcements that appear above the windows, or notice boards of school compound or public places; these can be brought into speaking class to not only create a sense of enjoyment for students talking about the picture but also it reflects the culture of the target language. There are hundreds of illustrated advertisements in magazines, newspapers and the yellow pages in telephone books which can be used for speaking class. These activities can be used to facilitate the students learning to speak in English class.

As it has been stated elsewhere in this study the student's attitude is the center of language research for considerable years and the research used the following methods for finding the result which was discussed below.

2.8.8. Problem Solving

Problem solving is an instructional technique where teacher and learners attempt in a conscious planned and purposeful effort to arrive at some solution; learning through problem solving focuses on activities that are relevant and useful to the life of the learner than just learning by memorizing facts that may have no connection with the learners' life. According to (Lukitasari, 2008:85), "problem based learning is derived from the conception that the learners is an active and creative individual with the will and ability to seek knowledge and self-development". In other words, working with a problem, students can formulate hypothesis gather relevant data and organize the data to arrive at conclusion.

2.8.9. Express Opinion

According to teach this online source asking and giving opinions activities, is renowned as enjoyable group activity. Students play a guessing game where they give true or false opinions where they give true or false about famous people or things. After reviewing how to ask for and give opinions, the students are divided into groups of three or four. Each group is given a set of cards. Each card contains the name of a famous actor, actress, singer, TV show, film, website, etc. Each group is also given to tell the truth and tell a lie card. Players take it in turns to pick up card a card.

Another student asks the player for their opinion of the person or thing on the card. If the players get to tell a lie card, they give a different opinion to what they really think. The other students in the group then ask the player one of the follow-up questions each to help them decide if the player is lying or telling the truth, e.g. why do you like him? What is your favorite Jobir Legend song?

The other student then collectively decides if the player is lying or telling the truth. The player then reveals the answer. If the students guessed correctly; they each win a point. If they guess incorrectly; the player wins two points. The student with the most points at the end of the game wins.

In conclusion the variety of speaking activities can be carried out in the speaking class taking one at a time, for the effectiveness of the class practice both teachers and students should commit themselves. Following this study would take up researches so far that have been conducted elsewhere to analyze the methods they used and to describe the findings they got.

2.9. Previous Researches on Attitude towards Speaking

There have been large bodies of knowledge accumulated to find the students' problem attached to attitude. Consequently, there have been different methods used by researchers to address the students' speaking problem related with attitude. One way is using descriptive research method. As Knupfer&McLellan,(2015) explained the three main purposes of descriptive research is to describe, explain and validate findings. Description emerges following creative exploration and serves to organize the findings in order to fit them with the explanations.

In other words, descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but it can utilize elements of both, often within the same study. This is to say that descriptive statistics tell what is while inferential statistics try to determine cause and effect (ibid).

Knupfer&McLellan also stated the type of question asked by the researcher will ultimately determine the type of approach necessary to complete an accurate assessment of the topic at hand. To this end, the current research questions which were stated elsewhere in the current study aimed to describe whether the students at Meraro high school hold favorable attitude toward speaking activity in class. In addition it was intended to find out the reason that students at Meraro High School why they were unwilling to take part in speaking class.

These research questions were not only addressed in the form of questionnaire and interview but also in the form of speaking test. The gathered data was organized and tabulated to describe the existing speaking classroom condition at Meraro High School.

2.9.1. International Studies on Attitude towards speaking

Different sources indicate that descriptive study is aimed at finding what is and that observational and survey methods are frequently used to collect data (Knupfer&McLellan, 2015). They added that descriptive study reports summary data such as measures of central tendency including the mean, median mode, deviance from the mean, variation, percentage and correlation between variables.

Knupfer&McLellan also indicated descriptive research is unique in the number of variables employed. Like other type of research, it can include multiple variables for analysis, yet unlike other methods, it requires only one variable. They also gave an explanation as to what descriptive study might employ for methods of analyzing correlations between multiple variables by using tests such as Pearson's Product Moment correlation ,regression ,or multiple regression analysis.

On the other hand descriptive research might simply report the percentage summary of a single variable (Knupfer&McLellan, 2015). Knupfer&McLellan gave examples of this are the tally reference citation in selected instructional design and technology journals by Anglin and Towers (1992).

Students' attitudes, motivation and anxiety towards English language learning Hashwani, (2008) Survey method was selected to investigate as it is considered the best in obtaining personal and social facts, beliefs, motivations, approach and concerns. Also survey method may vary in scope from large-scale investigations to small-scale studies carried out by a single researcher (Nunan, 1997 cites Cohen &Manion, 1985); as the rationale of a cross sectional survey is generally to attain a snapshot of conditions, attitudes, and/or events at a single point in time (Gorard, 2003).

For this investigation, the survey questionnaire was adapted from Gardner's (1985) 'Attitude Motivation Test Battery' (AMTB). The underlying principle of selecting Gardner's AMTB was its established validity and reliability over the last two decades, as it has been used in a significantly large number of quantitative studies which focused on examining different affective components influencing second/foreign language (Gardner and Lambert, 1972; Masgoret& Gardner, 1994; Kristmanson, 2000).

The AMTB explores language learning in three major sections; attitudes, motivations and classroom anxiety; motivational intensity; and teacher and curriculum (Gardner, 1985). The survey questionnaire was developed by adapting only the first section of the AMTB for its relevance to the research foci.

The survey adapted from the AMTB was structured with a multiplicity of statements on a five-point Likert scale that would help in tapping the three research areas towards language learning, in order to generate the information to penetrate in depth (Kerlinger, 1986). Total 35 items, under five sub-scales were gauged to explore students' 'attitudes towards English language' (10 items); 'attitudes towards English language learning' (10 items); 'classroom anxiety' (5 items); 'intrinsic motivation' (5 items); and 'extrinsic motivation' (5 items).

The questionnaire items were also modified as to focus in English as the target language, simplifying the language of instructions and item constructs, in order to make it more meaningful and contextually relevant for the participant respondents. The students were asked to rate each item on a 5-point Likert scale (100%-strongly agree, 75%-agree, 50%-neutral, 25%-disagree and 0%-strongly disagree) so as to determine their level of agreement with each item statement. Higher scores corresponded to greater agreement with each statement. The survey tool was then shared with experts for its content validity.

Lukitasari (2008) conducted a study focusing on the students' strategies in overcoming speaking problems in speaking class. The results suggested that the students faced speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also revealed that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar and pronunciation.

However, the existing meager studies (e.g. Mai & Tuan 2015) were not only dated but also focused on factors that affect teaching speaking skills. For instance, (Mai & Tuan, 2015) indicated student's attitude and language learning are closely tangled. They, in their findings asserted, speaking practice benefits students when it is carried out willingly and with commitment. In other words, when the students are committed to the class activity that are supposed to do, they find a way out when speaking problem arises and that they prepare themselves to face challenges which may arise during speaking class activity.

Mai & Tuan also described factors affecting student's learning English speaking skill. They found out that teachers did not let students to practice English speaking through techniques such as pairs or group discussion, dialogues, role play, picture description, debate, story -telling and peers interview. Besides, they did not let students to learn speaking through listening to the records or the radio and present the report back to the class so that students could build their English listening comprehension and fluency.

In addition to that, teachers had poor speaking activities design, gave less time to various speaking exercises, and scolded students who did not speak correctly or whose English accent was poor. Students did not know the learning strategies they could use for learning English speaking skills.

Kahraman (2013) conducted research on the Effect of Socio-Affective Language Learning Strategies and Emotional Intelligence Training on English as a Foreign Language Learner and Foreign Language Anxiety in Speaking Classes. The study aimed to explore the possible effects of socio-affective language learning strategies and emotional intelligence training on EFL students' foreign language anxiety in speaking courses.

Furthermore, the thematic analysis of student and teacher interviews demonstrated that the training was enjoyable, beneficial in general, and useful in diagnosing the feeling of foreign

language anxiety; nevertheless, that some strategies and skills were difficult to apply and some training activities were mechanical and unattractive were the other reported common ideas.

Also Zeinivand, Azizifar, & Gowhary (2015) conducted research on the relationship between attitude and speaking proficiency of Iranian EFL learners. Their study investigated the correlation between attitude and speaking proficiency in the Iranian EFL context. The analyses revealed that EFL learners have very high attitude towards learning English and relationship between attitude and speaking proficiency learners is positive.

2.9.2. Local Studies on Speaking and Attitude

In Ethiopia, there are handful researchers conducted on attitude of speaking. For example, Lakachew (2003) was one of the researchers who conducted research on communicative language teaching. His research attempted to find out secondary school English language teachers' attitudes towards communicative language teaching, and that the impediments that may hinder the implementation of the approach in the classrooms. A questionnaire consisted of 30 items was distributed to 80 English language teachers in ten government secondary schools that were found in West Gojjam and Bahir Dar Special Zones of Amhara Region. Ten teachers (one from each school) were interviewed and subsequently observed while teaching in the classrooms. The collected data was analyzed through means, percentages and z-test. The findings indicated that teachers generally have mildly favorable (positive) attitudes towards communicative language teaching. They, however, articulated a number of constraints that hamper the effective accomplishment of CLT as planned.

Similarly Sisay (2013) conducted research to find out the challenges English teachers face while teaching speaking skills in a large classroom, analyze how the factors affect teaching speaking skill in large classes and see what strategies teachers employ to promote speaking skills in the context of large classroom. Descriptive method was employed to establish the existence of phenomena by explicitly describing them. 6 grade nine English teachers and 100 grade nine students were involved in the study. The data were collected by using questionnaires, classroom observation and semi- structured interview. According to the findings, although English language teachers have positive attitude towards teaching speaking skill, there are a number of problems that challenge them to practice it. The major challenges are classroom conditions which are not convenient for pair and group works, the nature of chairs and desks which are not

moveable, the students lack of adequate motivation and courage to speak, the failure of classroom teachers to be committed and use their effort in the teaching learning process, the wide coverage of the contents in the students text book, failures of teachers and students to use different strategies in order to make speaking classroom convenient and effective are some of them.

Chot (2015) was the other researcher who conducted a study on factors affecting the students' learning speaking skills at Gambella Teachers College. He used descriptive study that data expressed quantitatively. Four English teachers and the whole one section of the second year English students consisting of thirty-one students were taken as a sample population. The instruments of data collection were questionnaire, interview, and classroom observations. Two questionnaires with the same sequence of items and wording were designed and administered to thirty-one students and four teachers. All selected four teachers were interviewed and five students with relatively good performances in English speaking were selected and interviewed. The finding was described through narrative description. Analysis of the data was run descriptively. The major study dimensions were teachers-related factors, students-related factors, and learning-environment related factors that affect students' learning English speaking skills.

Kider (2017) was one of them who conducted a research on factors that affect teaching speaking skills at Robe Teachers College. Quantitative and qualitative methods and quota sampling were employed to achieve that goal. The participants were two instructors and one hundred students of Robe Teachers' College, English department second year. Questionnaires with close and open ended items for students, semi-structured interview questions for instructors, and Classroom observation check-lists with semi-structured items were employed as data collection instruments. The data collected through questionnaires were described using frequency and percentages while data collected through interview and classroom observation were narrated qualitatively and data from all sources were triangulated to increase reliability of the finding. His finding suggested that the students donot practice speaking both in and out-side the class room due to lack of motivation, fear of making mistakes, lack of self- confidence, poor grammar knowledge, and shortage of vocabularies, lack of exposure and their poor back-ground experience.

His finding showed that teachers did not let students to practice English speaking through techniques; they did not let students learn speaking through listening to the records. They also did not let students to learn speaking through individual or group presentation and did not use learner-centered approach. On the other hand students were not learning by themselves. They were not actively participating in the classroom discussion; they did not evaluate their own learning weakness and strengths. They were rarely listening to the foreign English radio station programs; they had very low confidence in English speaking. Most of them were not motivated due to teachers' speaking activities design. They had positive attitude towards the culture of the native speakers, but, they were always preferred to speak in mother tongue. In addition, they had difficulties to listen and comprehend what other person was saying in English. They had less knowledge of English grammar and vocabulary. Even though their learning environment was conducive, classes were very large or overcrowded. In addition, their seating arrangement was not in the way that could facilitate their learning English speaking skills. There was no language laboratory and other language resources centers at the college.

Even though the above researchers all studied about speaking, the present study focused on student's attitudes towards speaking English language in the classroom and their speaking performance. Hence, the similarity between Chot (2015) and Kider (2017) is that both conducted researches to identify factors that affect teaching speaking skill and the students speaking skills respectively, whereas Sisay's (2013) research closely related to Kider (2017) for Sisay studied teachers challenges while teaching speaking. Kider (2017) used quantitative and qualitative methods and quota sampling to achieve that goal, all the above researchers used descriptive method to achieve their goals, so was the present study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0. Introduction

This chapter discussed method of the topic under study. It provided information about the research design, setting, the participants, sources of data, sampling procedure, instruments of data collection, teachers' questionnaire, students' speaking test, teachers' interview, classroom observation, data collection procedure and data analysis and interpretation.

3.1. Research Design

Also as indicated elsewhere in current study this research attempted to describe students' attitude problem particularly with speaking and the students' speaking performance at Meraro High School. Thus, descriptive method was employed by using quantitative approach. Quantitative research method where data expressed using graph and percentile was chosen as methodology of this research. Kumar (2008) indicated that researches such as attitude and opinion are designed to find out how people feel or what they think about a particular subject or institution. He added that qualitative research is specifically plays significant role in the behavioral sciences where the objective is to discover the underlining motives of human behavior. This type of research analyses why students behave in a particular manner or which make them like or dislike a particular thing.

To have clear concept of the problem (speaking attitudes and the students' performance at Meraro High School), the relevance of this research method was for such purpose had been confirmed by authorities such as (Kumar, 2008). Moreover, the study focused on recording, describing, analyzing and interpreting the problems that prevail in the school in relation to problem that affects students English speaking skills through interview, thus qualitative method was also used to describe that.

3.2. The Research Setting

The target populations for this study were twenty five grade ten students of Meraro High School students for speaking tests and one hundred grade ten students from all sections for answering questionnaires. The school was selected purposefully because it had been close to the researcher working place and familiarity. The grade level was chosen based on the researcher observation for five years as a teacher.

3.3. The Participants of the Study

The populations of this study were four grade ten students at Meraro Secondary school. One hundred students were participated for questionnaire and twenty five more students were participated for speaking test and ten more students were participated for interview.

3.4. Sources of Data

3.4.1. Students

Students had also been taken as source of data to provide important information relevant to the problem at hand. At Meraro High School, there are a total of 224 students. Each student is distributed across four sections for the academic year 2009. There is an average 54 students in each section. Thus, out of the entire sections two sample sections were taken by using simple random sampling techniques to conduct the study. Consequently, out of the total number of one hundred students were taken for questionnaire and twenty five more students were for speaking test and ten more students for interview.

3.5. Sampling Procedures

In this study simple random sampling techniques selected for the study. This technique is used to get the best representative sample of a population.

3.6. Instruments of Data Collection

In order to collect data from the samples for the target populations, this study was used three instruments: students' questionnaire, students' speaking test, and students' interviews.

3.6.1. Student's Questionnaire

This study was also used students' questionnaire to solicit more information regarding their attitude on speaking class and language class in general. The questionnaire was adapted from Gardner's (1985) Attitude Test /Motivation Battery which was exclusively prepared for this purpose. Hundred students from four grade ten classes were chosen to respond and that all of them were filled and returned for further analysis.

3.6.2. Students' Speaking Test

Speaking test with different speaking sub skills was also dispatched to hundred students. The test was submitted with the help of two teachers who work in the school. The students speaking test comprised mainly five major speaking areas which were also taken from the review of related literature chapter, where students of foreign language should aspire to master at the end of the lesson. They were pronunciation of words, stress of word reading, picture description, problem solving, and advertisement.

3.6.2. Students' Interview

The other method employed in this study was structured interview. The interview questions had four structured items for students to get in depth information about the problem about their speaking attitude. Before the interview, permission was granted from the school director and the students as well. The interview was conducted immediately after the response on the questionnaire was over. The interview questions were carefully designed to meet the main objectives of the study and notes had been seriously taken while interviewing.

3.7. Data Collection Procedure

In order to conduct the study, the following procedure of data collection was followed. Above all, the researcher established a report with the directors, unit leaders and teachers of the respective sections to facilitate the research activities. The necessary information about the number of students in each section and the arrangement of time was done in conjunction with the second administrators (directors) and English teachers.

To further facilitate the process of the research, first, the purpose and importance of the research was briefed to the participants of the research. Then, the interview was conducted at the end after identifying possible issues that were not well addressed through the questionnaire and observation.

3.8. Data Analysis Method

The data gathered in this research was analyzed in the following manner: data obtained from the students' questionnaire was analyzed quantitatively using percentile ratio, whereas the students speaking test score was analyzed using graphs, and that data obtained through interview was analyzed qualitatively.

CHAPTER FOUR: DATA ANALYSIS AND DATA PRESENTATION

4.0. Introduction

This chapter discussed students' questionnaire, student's test score and students' interview results and discussion.

4.1. Data Analysis and Interpretation

The data collected through classroom observation, students' questionnaire and speaking test scores were analyzed using descriptive quantitative data analysis method. The students' speaking test score was analyzed using percentile. Since the target of the study was to describe the existing problem. The researcher assumed that percentage was a suitable statistical procedure. However, data interpretation of students' questionnaire was worked out by using graph and percentile and students' speaking test score were worked out by using cylindrical bar graph.

4.1.1. Analysis of the Students Questionnaire

Statistical analysis of the data will give a general picture of learners' attitude towards speaking activities in the classroom. The following figure gives a quick glance at the overall of the respondents obtained from the students questionnaire Likert scale.

Table 1: Number of respondents from 1-4 [n=100]

Q. No	Strongly agree	Agree	undecided	Slightly disagree	Strongly Disagree
1	18	6	10	29	37
2	60	6	9	6	19
3	62	18	2	8	10
4	4	14	11	18	53

Table 2: Number of respondents from 5- 8 [n=100]

Q. No	Strongly agree	Agree	Undecided	Slightly Disagree	Strongly Disagree
5	20	14	18	14	34
6	6	18	10	18	48
7	50	12	10	12	16
8	12	17	20	17	34

Table 3: Number of respondents from 9 -12[n=100]

Q. No	Strongly Agree	Agree	Undecided	Slightly Disagree	Strongly Disagree
9	8	3	10	20	59
10	68	12	3	13	4
11	36	24	15	14	11
12	14	11	18	27	30

Table 4: Number of respondents from 13-16 [n=100]

Q. No	Strongly Agree	Agree	Undecided	Slightly Disagree	Strongly Agree
13	19	17	23	14	27
14	21	11	17	28	23
15	66	11	11	4	8
16	11	29	14	25	21

Table 5: Number of respondents from 17 – 20 [N=100]

Q. No	Strongly Agree	Agree	Undecided	Slightly Disagree	Strongly Disagree
17	18	23	10	21	28
18	32	12	22	11	23
19	20	14	16	18	32
20	14	15	7	29	35

The questionnaire was prepared in English-language version for secondary school students studying English as a foreign language. The items comprising each scale are presented in the ‘AMTB item-key’ document attitude test battery. A slight modification has been done with respect to the scale of when it was used for the current research. In other words the Gardner’s attitude/motivation test battery had six scale yet the current had five scales which the students indicate the choices of their interest. In addition the Gardner’s attitude /motivation test battery had thirty questions whereas the current research students’ questionnaire had only twenty questions which were discussed and analyzed in simple and clear way.

A detail analysis with the number of respondents, their percentage was analyzed for the current study. To begin with, for question number 1 the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is 18%, i.e. (18 of the 100 students). Out of the rest, 6% 'agree' with the proposition (6 respondents), 10% 'undecided' with it (10 respondents), and 29% (29 respondents) 'slightly disagreed' with the proposition. And 37%, (37 of the respondents) 'strongly disagreed'. This possibly implies that the majority of students mind much attention to the feedback they received in their English class especially from their teachers..

For question number 2, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is i.e. 60% (60 of the 100 students). Out of the rest, 6% 'agree' with the proposition (6 respondents), 9% 'undecided' with it (9 respondents), and 6% (6 respondents) 'Slightly disagreed'. And 19% (19 of the respondents) 'strongly disagreed'. This possibly implies that the majority of students could speak many foreign languages.

For question number 3, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 62% (62 of the 100 students). Out of the rest, 18% 'agree' with the proposition (18 respondents), 2% 'undecided' with it (2 respondents), and 8% (8 respondents) 'slightly disagreed' with the proposition. And 10% (10 of the respondents) 'strongly disagreed'. Hence, this response suggest that studying English is important because it allows them to be more at ease with people who speak English.

For question number 4, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 4% (4 of the 100 students). Out of the rest, 14% 'agree' with the proposition (14 respondents), 11% 'undecided' with it (11 respondents), and 18% (14 respondents) 'slightly disagreed' with the proposition. And 53% (53 of the respondents) 'strongly disagreed'. Hence the data obtained from this question suggested that their English class is not a waste of time.

For question number 5, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 20% (20 of 100 students). Out of the rest, 14% 'agree' with the proposition (14% respondents), 18% 'undecided' with it (18 respondents), and 14% (14 respondents) 'slightly disagreed' with the proposition. And 34% (34 respondents) 'strongly disagreed'. Hence, most of the students are not sure of themselves when they peak in English class.

For question number 6, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 6% (6 of the 100 students). Out of the rest, 14% 'agree' with the proposition (14% respondents), 18% 'undecided' with it (18 respondents), and 14% (14

respondents)' slightly disagreed' with the proposition. And 48% (48 of the respondents) 'strongly disagreed. Hence, most of the students assert that learning to speak English important.

For question number 7, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 48% (48 of the 100 students). Out of the rest, 18% 'agree' with the proposition (18% respondents), 10% 'undecided' with it (10 respondents), and 18% (18 respondents) 'slightly disagreed' with the proposition. And 6% (6 of the respondents) 'strongly disagreed'. Hence this means the majority of students believe that learning English is not great.

For question number 8, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 12% (12 of the 100 students). Out of the rest, 17% 'agree' with the proposition (17 respondents), 20% 'undecided' with it (20 respondents), and 17% (17 respondents) 'slightly disagreed' with the proposition. And 34% (34 of the respondents) strongly disagreed. Hence, the majority of the students wanted to spend more time on English than other.

For question number 9, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 8% (8 of the 100 students). Out of the rest, 3% 'agree' with the proposition (3 respondents), 10% 'undecided' with it (10 respondents), and 20% (20 respondents) 'slightly disagreed' with the proposition. And 59% (59 of the respondents) 'strongly disagreed'. Hence, the students' response suggests that having ability to speak in English is an important goal for their life.

For question number 10, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 68% (68 of the 100 students). Out of the rest, 12% 'agree' with the proposition (12 respondents), 3% 'undecided' with it (3 respondents), and 13% (13 respondents) 'slightly disagreed' with the proposition. And 4% (4 of the respondents) 'strongly disagreed. Hence most students believe that learning to speak English will create them varied opportunities.

For question number 11, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 36% (36 of the 100 students). Out of the rest, 24% 'agree' with the proposition (24 respondents), 15% 'undecided' with it (15 respondents), and 14% (14 respondents) 'slightly disagreed' with the proposition. And 11% (11 of the respondents) So what does this mean? Try to give some implications. 'Strongly disagree. Hence, the data suggest that their English teacher does not present materials in an interesting way.

For question number 12, the number of respondents who strongly agree and responded by tick marking the 'strongly agree' box is, i.e. 14% (14 of the 100 students). Out of the rest, 11% 'agree' with the proposition (11 respondents), 18%, undecided with it (18 respondents), and 27% (27 respondents) 'slightly disagreed' with the proposition. And 30% (14 of the respondents)

‘strongly disagreed. Hence, the students’ response implies that most students do not enjoy learning English.

For question number 13, the number of respondents who strongly agree and responded by tick marking the ‘strongly agree’ box is, i.e.19% (19 of the 100 students). Out of the rest, 17% ‘agree’ with the proposition (17 respondents),23% ‘undecided’ with it (23 respondents), and 14% (14 respondents) ‘slightly disagreed’ with the proposition. And 27% (19 of the respondents) ‘strongly disagreed. Hence, the data obtained from this question asserted that their English teacher has no dynamic and interesting teaching style.

For question number 14, the number of respondents who strongly agree and responded by tick marking the ‘strongly agree’ box is, i.e.21% (21 of the 100 students). Out of the rest, 11% ‘agree’ with the proposition (11 respondents), 17% ‘undecided’ with it (17 respondents), and 28% (28 respondents) ‘slightly disagreed’ with the proposition. And 23%(23 of the respondents) ‘strongly disagreed. Hence, this implies that the majority of the students confirmed they did not like their speaking class.

For question number 15, the number of respondents who strongly agree and responded by tick marking the ‘strongly agree’ box is,i.e.66%(66 of the 100 students). Out of the rest, 11% ‘agree’ with the proposition (11 respondents), 11% ‘undecided’ with it (11 respondents), and 4 % (4 respondents) ‘slightly disagreed’ with the proposition. And 8%(8 of the respondents) ‘strongly disagreed. The responses obtained from this response suggest that the majority of students would appreciate spending more time in other subject than English.

For question number 16, the number of respondents who strongly agree and responded by tick marking the ‘strongly agree’ box is, i.e.11% (11 of the 100 students). Out of the rest, 29% ‘agree’ with the proposition (29 respondents), 14% ‘undecided’ with it (14 respondents), and 25 % (25 respondents) ‘slightly disagreed’ with the proposition. And 21%(21 of the respondents) ‘strongly disagreed. This implies that the majority of students worried whether their friends speak better than they did.

For question number 17, the number of respondents who strongly agree and responded by tick marking the ‘strongly agree’ box is, i.e. 18% (18 of the 100 students). Out of the rest, 23% ‘agree’ with the proposition (23 respondents), 10% ‘undecided’ with it (10 respondents), and21% (21 respondents) ‘slightly disagreed’ with the proposition. And 28%(28 of the respondents) ‘strongly disagreed’. Hence, the majority of the students do not hate English language.

For question number 18, the number of respondents who strongly agree and responded by tick marking the ‘strongly agree’ box is, i.e.32%(32 of the 100 students). Out of the rest, 12% ‘agree’ with the proposition (12 respondents), 22% ‘undecided’ with the proposition (22 respondents), and 11 % (11 respondents) ‘slightly disagreed’ with the proposition. And 23% (23 of the respondents) ‘strongly disagreed’. Hence, the majority of the students do not like to speakEnglish outside the class.

For question number 19, the number of respondents who strongly agree and responded by tick marking the ‘strongly agree’ box is, i.e. 20% (20 of the 100 students). Out of the rest, 14% ‘agree’ with the proposition (14 respondents), 16% ‘undecided’ with the proposition (16 respondents), and 18 % (18 respondents) asserted that ‘slightly disagreed’ with the proposition. And 32% (32 of the respondents) ‘strongly disagreed. Hence, the data suggest that the majority of students have no desire to study English.

For question number 20, the number of respondents who strongly agree and responded by tick marking the ‘strongly agree’ box is, i.e.14% (14 of the 100 students).Out of the rest, 15 % ‘agree’ with the proposition (15 respondents), 7% (7of the respondents) said undecided, 29% (29 respondents) said ‘slightly disagreed’ with the proposition. And 35% (35 of the respondents) said they strongly disagreed. Hence, the majority of students have experienced fear.

Table 6: Percentage and Number of respondents according to responses

Question No	Strongl y agree	Agree	Undecided	Slightly disagree	Strongly disagree
1. I don’t pay much attention to the feedback I receive in my English class.	18[18%]]	6[6%]	10[10%]	29[29%]]	37 [37%]
2.I wish I could speak many foreign languages perfectly.	60[60%]]	6[6%]	9[9%]	6[6%]	19[19%]
3.Studying English is important because it will allow me to be more at ease with people who speak English.	62[62%]]	18[18%]]	2[2%]	8[8%]	10[10%]
4.My English class is really a waste of time.	4[4%]	14[14%]]	11[11%]	18[18%]]	53[53%]
5. I never feel quite sure of myself when I am speaking in our English class.	20[20%]]	14[14%]]	18[18%]	14[14%]]	34[34%]
6.It is not important for us to learn speak English.	6[6%]	18[18%]]	10[10%]	18[18%]]	48[48%]

Table 7: Percentage and Number of respondents according to responses

Question No	Strongly agree	Agree	Undecided	Slightly disagree	Strongly disagree
7. Learning English is really great.	50[50%]	12[12%]	10[10%]	12[12%]	16[16%]
8. I would rather spend my time on subjects other than English.	12[12%]	17[17%]	20[20%]	17[17%]	34[34%]
9. Having ability to speak in English isn't really an important goal in my life.	8[8%]	3[3%]	10[10%]	20[20%]	59[59%]
10. Learning to speak English is important because it will allow me to meet and converse with more and varied people.	68[68%]	12[12%]	3[3%]	13[13%]	4[4%]
11. My English teacher does not present materials in an interesting way.	36[36%]	24[24%]	15[15%]	14[14%]	11[11%]
12. I really enjoy learning English.	14[14%]	11[11%]	18[18%]	27[27%]	30[30%]

Table 8: Percentage and Number of respondents according to responses

Question No	Strongly agree	Agree	Undecided	Slightly disagree	Strongly disagreed
13. My English teacher has a dynamic and interesting teaching style.	19[19%]	17[17%]	23[23%]	14[14%]	27[27%]
14. To be honest, I really have little interest in my speaking class.	21[21%]	11[11%]	17[17%]	28[28%]	23[23%]
15. I would rather spend more time in my English class and less in other classes	66[66%]	11[11%]	11[11%]	4[4%]	8[8%]
16. It worries me that other students in my class seem to speak English better than I do.	11[11%]	29[29%]	14[14%]	25[25%]	21[21%]
17. I hate English.	18[18%]	23[23%]	10[10%]	21[21%]	28[28%]
18. I would feel uncomfortable speaking English anywhere outside the classroom.	32[32%]	12[12%]	22[22%]	11[11%]	23[23%]

Table 9: Percentage and Number of respondents according to responses

Question No	Strongly agree	Agree	Undecided	Slightly disagreed	Strongly disagree
19. I am losing any desire I ever had to speak English.	20[20%]]	14[14%]]	16[16%]]	18[18%] %]	32[32%]]
20. I am sometimes anxious that the other students in class will laugh at me when I speak English.	14[14%]]	15[15%]]	7[7%]]	29[29%] %]	35[35%]]

Question 1 (I don't pay much attention to the feedback I receive in my English class. And question 16 (It worries me that other students in my class seem to speak English better than I do. These questions were set to get the respondents responses whether they felt confidence while they were engaged and got feedback from their teacher in speaking class.

For number 1, 66 % said they did not pay much attention to the feedback they got from their teachers while they were doing speaking activities in the class. Whereas 34% that is., adding both strongly agree and agree responses together they worried about when they saw other students in their class spoke English better than they did. As can be seen the students' responses contradict with one another that large number of pay much attention to the feedback they got from the teachers, yet significant number of students also worried when their level of speaking proficiency compared with others students.

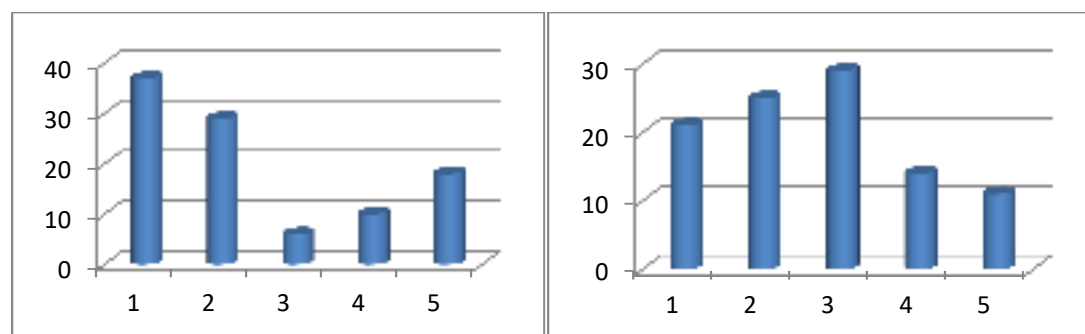


Table 10: graph showing the students' response for question 1 and 16

Questions 2, (I wish I could speak many foreign languages perfectly) and question 3, (Studying English is important because it will allow me to be more at ease with people who speak English). These questions were set to get the respondents responses whether they had motivations to the target language they learn. For number 2, 75 % said they wanted to speak in the target language they learn. Whereas for question number 3, 80 % of the respondents that is., adding both strongly agree and agree responses together said that they study English because it

allowed them to be more at ease with the people who speak the language. As can be seen the students' responses in line with their objectives and what they do in the class.

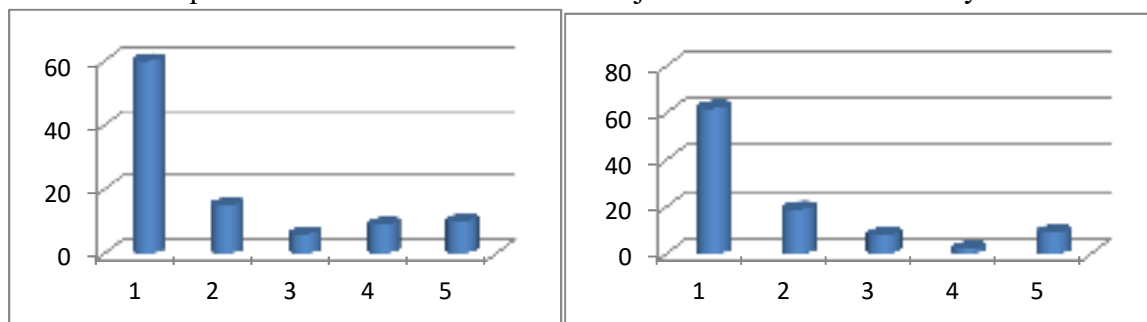


Chart 11: graph showing the students' response for question 2 and 3

Questions 4(My English class is really a waste of time) and 7,(learning English is really great). These questions were set to get the respondents responses whether they had positive attitude or not to learn the target language. For number 4, 18 %(strongly agreed and agreed) indicated that learning English is a waste of time, surprisingly 11% never decided whether learning English was a waste of time or not. Whereas 71 %(that is., adding both slightly disagree and strongly disagree responses together) witnessed that learning English was really great. As can be seen from the students' response, the students' had enjoyed because learning English is found to be enjoyable.

For number 7, 62 %(strongly agreed and agreed) indicated that learning English is really great, surprisingly 10% never decided whether learning English was really great. Although large number of students said that learning English is really great, yet there were significant numbers of students (i.e., 28%) admitted that learning English was not really great.

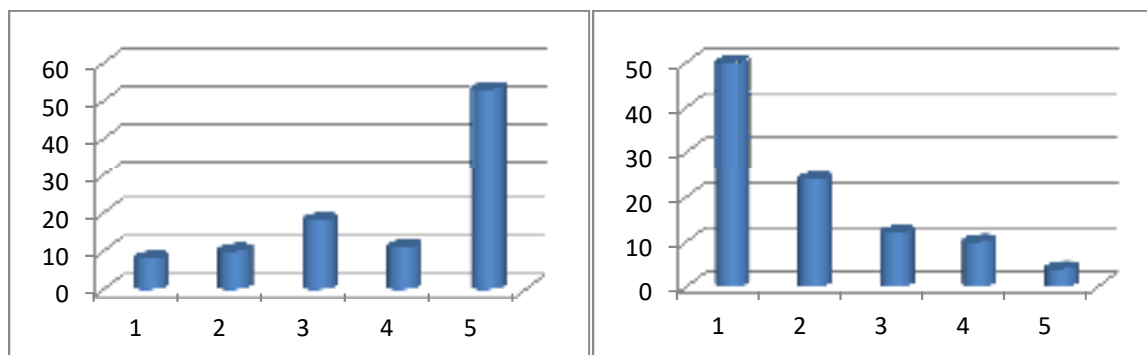


Table 12: graph showing the students' response for question 4 and 7

Questions 5 (I never feel quite sure of myself when I am speaking in our English class), and 20 (I am sometimes anxious that the other students in class will laugh at me when I speak English). These questions were set to get the respondents responses whether they had self –confidence or not to when they were engaged in speaking class. For number 5, 34 % indicated that they never felt quite sure of themselves when they were speaking in their English class, surprisingly 18% never decided whether learning English was a waste of time or not. Whereas 48% that is., adding both slightly disagree and strongly disagree responses together said that they felt quite sure of

themselves when they engaged in speaking class. As can be seen from the students' response, it is possible to state the students' responses prove that were not sure of themselves when they engaged in speaking activities.

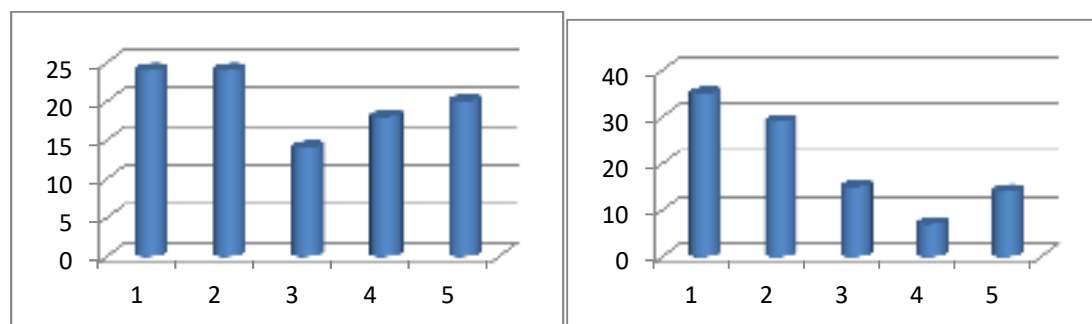


Table 13: graph showing the students' response for question 5 and 20

Questions 6 (It is not important for us to learn speak English)and, 10 (Learning to speak English is important because it will allow me to meet and converse with more and varied people. These questions were set to get the respondents responses whether they have objectives to learn English. For number 6,66 % of respondents rejectedstating it was important for them learn to speak English, whereas 24 % respondents agreed to this proposition .Surprisingly 10 % respondents never decided whether learning to speak English useful or not. For question 10, 80 % of the respondents indicated that having ability to speak in English was really an important goal in their life, whereas 17 % of the respondents stated that learning to speak English was really an important goal in their life important with various use.

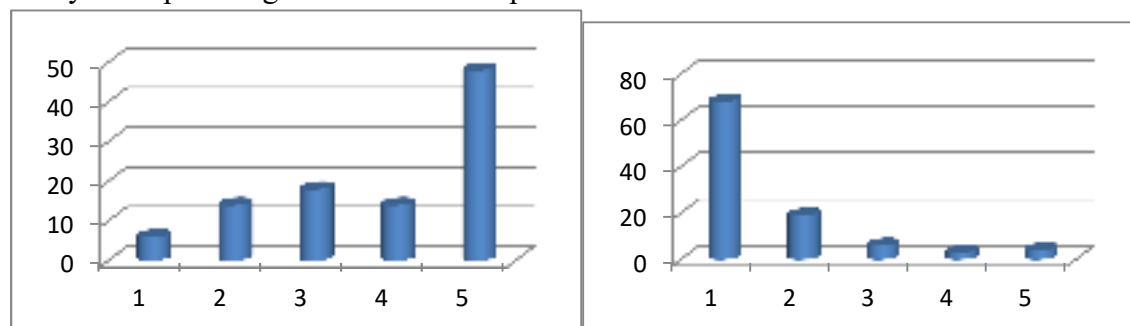


Table 14: graph showing the students' response for question 6 and 10

Questions 8 (I would rather spend my time on subjects other than English),and question 15(I would rather spend more time in my English class and less in other classes).These questions were set to get the respondents responses whether they had given much emphasis for English subject in and outside the school . For question number 8,29 % of respondents indicated they wanted to engage in others subjects other than English, whereas 51 % respondents rejected this proposition. Remarkably 20 % respondents never decided whether learning to speak English useful or not.Hence, the majority of the students want to spend more time on others than English. For question 15, 80 % of the respondents indicated that having ability to speak in English wasn't really an important goal to their life, whereas 17 % of the respondents stated that having ability

to speak in English is an important goal in the life. Remarkably 3 % respondents never decided whether they would rather spend more time in their English class and less in other classes. The responses obtained from this response suggest that the majority of students would appreciate spending more time in other subjects than English.

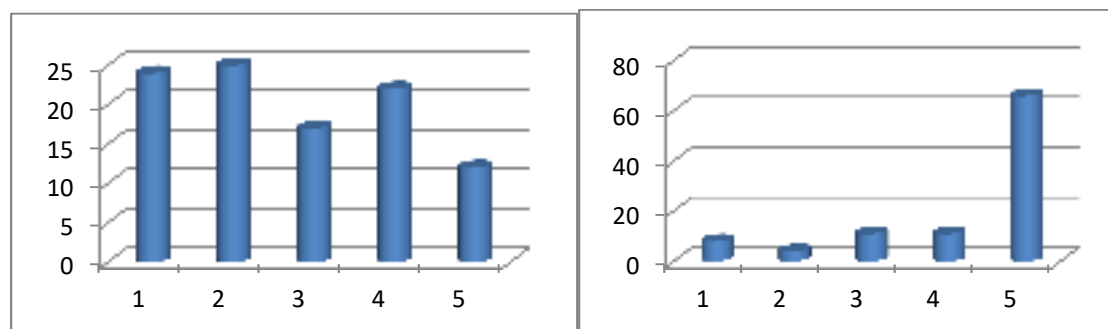


Chart 15: graph showing the students' response for question 8 and 15

Question 9 (Having ability to speak in English isn't really an important goal in my life), and question 17 (I hate English) were asked. These questions were set to get the respondents responses whether they had objectives learning to speak English. For question number 9, 11 % of respondents indicated that they wanted learn to speak because they wanted the speaking skill they acquire to meet and converse with so many people. However, 79 % respondents rejected this proposition. Hence, the students' response suggests that having ability to speak in English is an important goal for their life. For question 17, 41% said that they hate the English language. Contrary to this, 49 % of the respondents declined to agree to this proposition. The remaining 10 % of respondents remained undecided. Hence, the majority of the students do not hate English language.

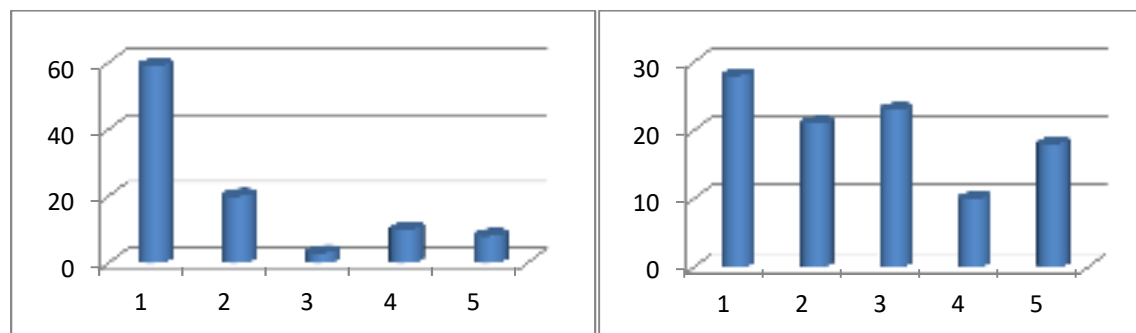


Chart 16: Graph showing the students' response for question 9 and 17

Question 11 (My English teacher does not present materials in an interesting way), and question 13, asked whether or not their English teacher has a dynamic and interesting teaching style. These questions were set to get the respondents responses what role had been played by their teachers particularly in speaking lessons so far. Hence, for question 11, 25 % of respondents indicated that their teacher used authentic materials and that 15 % of the respondents remained

undecided to the question, yet 51% of the respondents witnessed their teacher did not only use authentic materials to make the speaking lessons real situations but also did not arouse their attitude so that they could totally engage in it. Hence, the data suggest that their English teacher does not present materials in an interesting way.

However question 13 was asked for the respondents to respond whether or not their teachers have a dynamic and interesting teaching style. Thus 41 % indicated that their teachers have dynamic and interesting teaching style, yet 23 % gave no indication whether they teachers have dynamic and interesting teaching styles. However, 36 % of respondents said that their teachers have no dynamic and interesting teaching speaking skills. Hence, the data obtained from this question asserted that their English teacher has no dynamic and interesting teaching style.

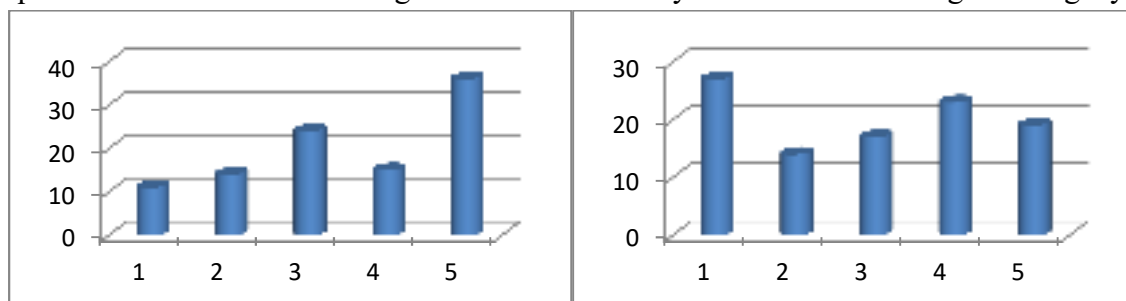


Chart 17: Graph showing the students' response for question 11 and 13

Question 12 (I really enjoy learning English), and question 14, (to be honest, I really have little interest in my speaking class). These questions were set to get the respondents responses whether they were happy when they are learning English. For number 12, 57% said they enjoyed learning English. For this question, 18% of respondents remained undecided. However, 25 % of respondents did not enjoy learning English. Hence, the students' response implies that most students do not enjoy learning English.

For question 14, 51% of the respondents had little interest in their speaking class, yet 17% of the respondents remained undecided. However, 32 % of respondents have a desire in their speaking class. Hence, this implies that the majority of the students confirmed they did not like their speaking class.

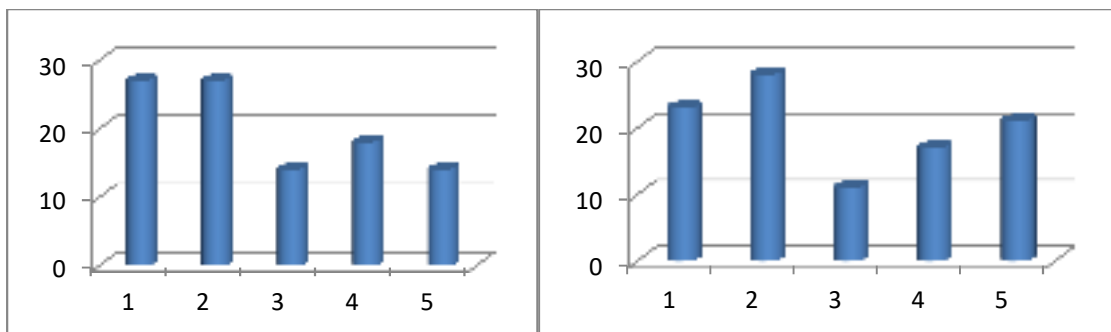


Table 18: Graph showing the students' response for question 12 and 14

Question 18 (I would feel uncomfortable speaking English anywhere outside the classroom, and question 19, (I am losing any desire I ever had to speak English). These questions were set to get the respondents responses whether they would feel uncomfortable during speaking anywhere outside the classroom. For question 18, 44 % of respondents indicated that they felt uncomfortable speaking English anywhere outside the classroom, and that 22 % of the respondents remained undecided to this question, yet 34 % of the respondents said that they would never feel uncomfortable speaking English anywhere outside the classroom. Hence, the majority of the students do not like to speak English outside the class.

In addition to question number 19, 50% of the respondents said that they were losing any desire that they ever had to speak English, and that 16 % of the respondents remained undecided whereas the remaining 34 % they were not losing the desire they had to speak English. Hence, the data suggest that the majority of students have no desire to study English.

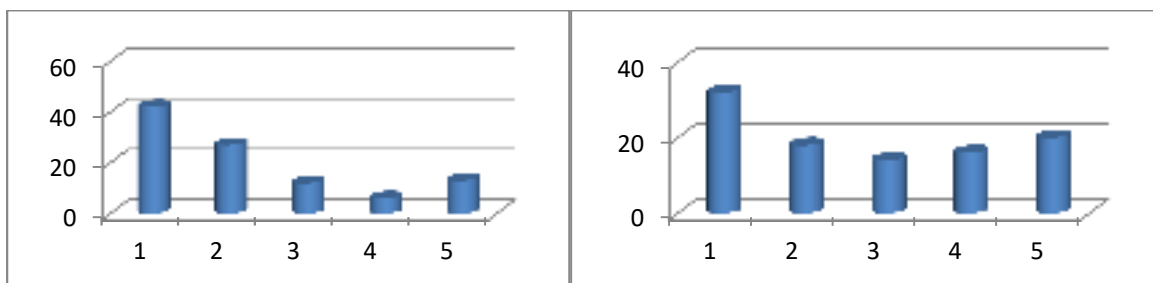


Table 19: Graph showing the students' response for question 18 and 19

4.1.2. Analysis of the Students Speaking Test Score

The students speaking test concepts were taken from the literature review of this study. These questions were given for 25 students who are randomly selected. The questions which were issued for the students as speaking test were self-made by the writer of this study. These components, which later were used as questions, were suggested as the best way of teaching speaking and used in this study as questions to see the students' speaking performance.

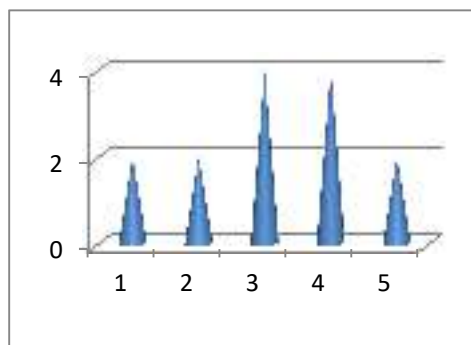
The first section of the students' speaking test began with paragraph entitled Langan comprehension and asking stress and pronunciation of the student's; this section comprised four questions 1 from 4. The next section of the students' speaking test presented for the participants of this study was picture description techniques. The teaching method was discussed in the review of related literature section as a technique. In this part of the test, students were asked to describe the picture as much detail as they could. They were given 30 seconds to prepare for giving response. Additional 45 seconds was given to speak about the picture. This section had four questions starting from question 5 to 8. In addition, when giving response in this part of the test, they answered three questions. No preparation time is provided.

The next part of the student's speaking test asked them to respond to questions 4 and 5, and 30 seconds to respond to question 6. For example, the students imagine that the Arsi University student was doing research in their city. Hence, they have agreed to participate in a telephone interview about their ways of studying. These questions had 3 questions continued from question 9 to 11 asking them relevance of the content and their understanding, completeness of contents, speed, accuracy and critical thinking.

This section was followed by responding to questions by using information provided, in this part of the test, students answered three questions based on the information they were given. They had 30 seconds to read the information before the questions began. For each question, they began by responding immediately after they hear a beep sound. No additional preparation time was provided. They had 15 seconds to respond to questions 12 and 13, and 30 seconds to respond to Question 14 and 15.

This last section of the students' speaking test was problem solving questions starting from 16 to 17. These questions asked the student to give complete and sensible ideas in their attempt to answer the questions, and their level of understanding was also tested. The last item for the students' speaking test included express an opinion. In this part of the test, they would give their opinion about a specific topic. When they do so, they are expected to be sure to say as much as they could in the time allowed. They had 15 seconds to prepare and 60 seconds to speak. Following below is the description of the students score in prose and chart for the simplicity of the outcome.

Table 20. Student 1 Speaking Test Score

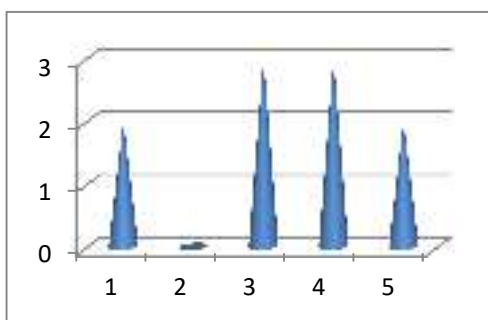


Key

- 1= pronunciation & stress questions
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from the chart, the students did not score even the pass marks expected from him/her for the pronunciation, word stress, and intonation section of the speaking test items. So was the description about picture of speaking test score items. However good score relatively to the other two section that is stress, pronunciation and description of picture on responding to questions and problem solving question items. In contrast poor test score on expressing opinion which he /she was asked to answer.

Table 21 Student 2 Speaking Test Score



Key

1= pronunciation and stress question items

2= picture description question items

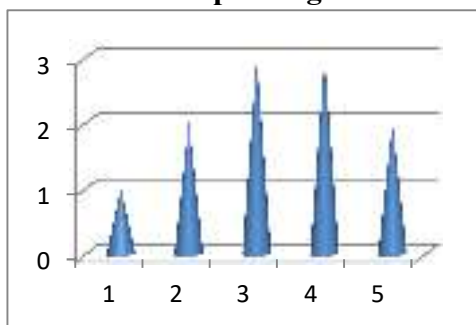
3= respond to question items

4= proposing solution question item

5= express opinion question item

As can be seen from the student's test speaking test score, there is a better performance on stress and pronunciation question of speaking test, yet poor test score on picture description questions, and better score on responding to questions and relatively fair score on expressing opinion instead.

Table 22. Student 3 Speaking Test Score



Key

1= pronunciation and stress question items

2= picture description question items

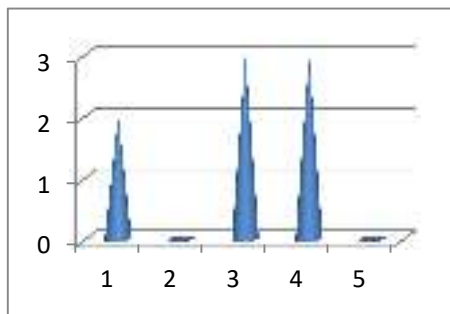
3= respond to question items

4= proposing solution question item

5= express opinion question item

As can be seen from the student's test speaking test score, there is poor performance on stress and pronunciation of speaking, description, picture description test items and expressing opinion, yet whereas fair test on responding and problem solving speaking test items.

Table 23 Student 4 Speaking Test Score

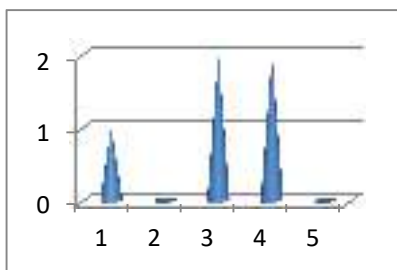


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question items

As can be seen from the student's test speaking test score, there is weak performance on stress and pronunciation of speaking test items, even worse test score on description of picture test items, yet relatively better test score on and expressing opinion and problem solving speaking test items.

Table 24 Student 5 Speaking Test Score

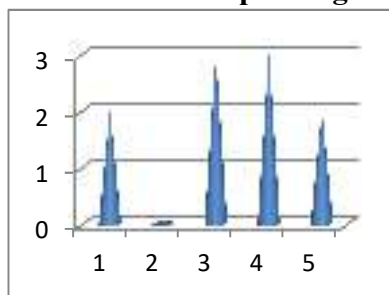


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question items

As can be seen from the student's test speaking test score, there is fair test score on stress and pronunciation of speaking test items, even worse test score on description of picture test items, yet relatively better test score on responding to questions and problem solving test items poorest test score just similar as picture description on expressing opinions test items.

Table 25. Student 6 Speaking Test Score

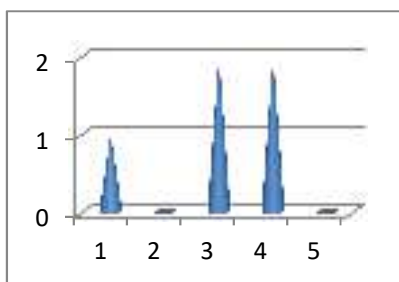


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question items

As can be seen from the student's test speaking test score, there is fair test score on stress and pronunciation of speaking test items, worst test score on description of picture test items, yet relatively better test score on responding to questions and problem solving test items fair test score on expressing opinions test items.

Table 26 Student 7 speaking Test Score

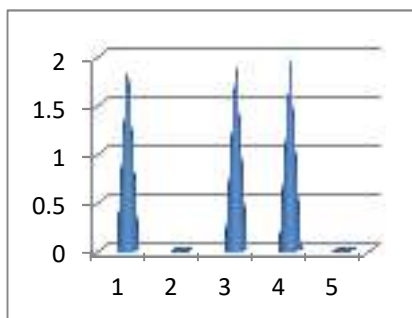


key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from the student's test speaking test score, there is fair test score on stress and pronunciation of speaking test items, even worse test score on description of picture test items, yet relatively better test score on responding to questions and problem solving test items poorest test score just similar as picture description on expressing opinions test items.

Table 27 Student 8 speaking Test Score

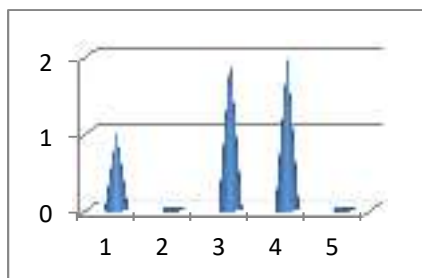


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question items

As can be seen from the student's test speaking test score, there is fair test score on stress and pronunciation of speaking test items, even worse test score on description of picture test items, yet relatively better test score on responding to questions and problem solving test items poorest test score just similar as picture description on expressing opinions test items.

Table 28. Student 9 speaking Test Score



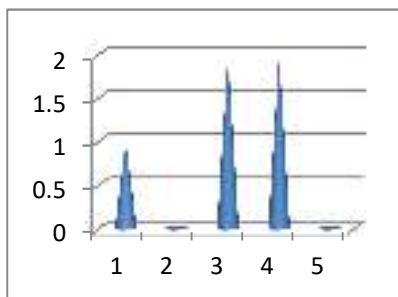
Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from the student's speaking test score graph, fair test score was scored on stress and pronunciation, yet poorest test score was marked on picture description and expressing

opinion test items, relatively better score was achieved on responding and problem solving test items.

Table 29 Student 10 speaking Test Score

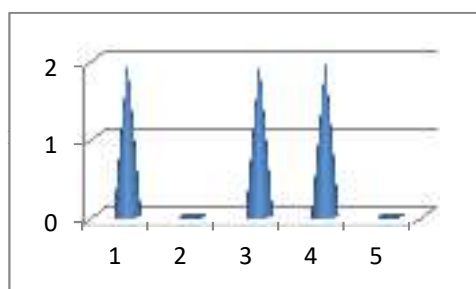


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score graph, fair test score was scored on stress and pronunciation test items, yet poorest speaking test score was marked on picture description and expressing opinion test items, relatively better score was achieved on responding and problem solving test items.

Table 30 Student 11 speaking Test Score

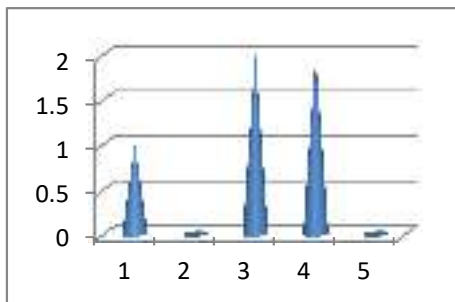


key

- 1= pronunciation and stress question
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score graph, poorest speaking was marked on picture description and expressing opinion test items, relatively unsatisfactory score was achieved on pronunciation and stress, responding and problem solving test items.

Table 31. Student 12 speaking Test Score

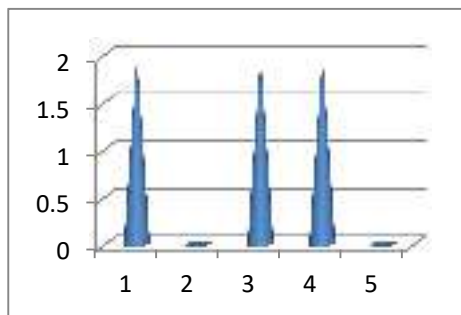


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score graph, poorest speaking was marked on picture description and expressing opinion test items, relatively unsatisfactory score was achieved on pronunciation and stress, responding and problem solving test items.

Table 32. Student 13 speaking Test Score

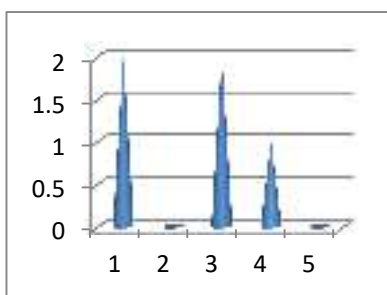


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question items

As can be seen from student's speaking test score graph, poorest speaking was marked on picture description and expressing opinion test items, relatively unsatisfactory score was achieved on pronunciation and stress, responding and problem solving test items.

Table 33 Student 14 speaking Test Score

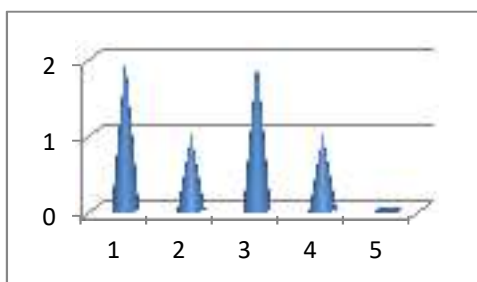


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score graph, poorest speaking score was marked on picture description and expressing opinion test items, relatively unsatisfactory better score was achieved on pronunciation and stress, responding and problem solving speaking test items.

Table 34. Student 15 speaking Test Score

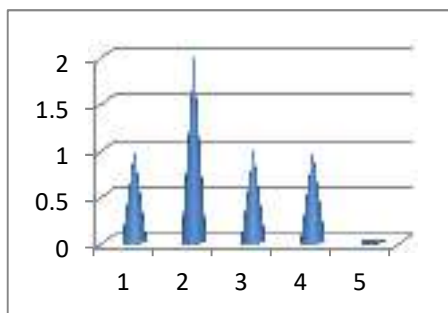


Key

- 1= pronunciation and stress question items
- 2= picture description question item
- 3= respond to question item
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score graph, poorest speaking score was marked on expressing opinion test items, relatively better score was achieved on pronunciation and stress, responding and speaking test items, and relatively fair speaking test score was obtained on picture description and responding to questions in terms of announcement question.

Table 35 Student 16 speaking Test Score

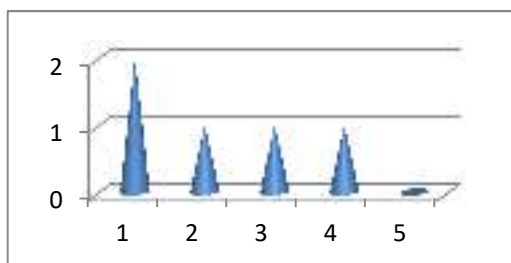


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score graph, better speaking score was marked on picture description test items, relatively fair score was achieved on pronunciation and stress, responding and speaking test items, and poorest speaking test score was obtained on expressing test items.

Table 36 Student 17 speaking Test

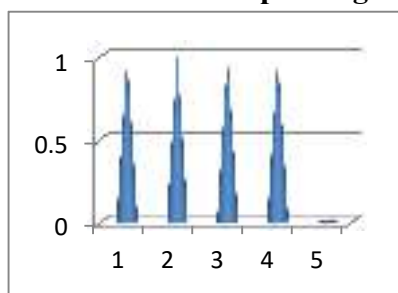


key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score graph, relatively highest speaking test score was marked on stress and pronunciation speaking test items, relatively fair score was achieved on picture description, responding and problem solving speaking test items, and unfortunate speaking test score was obtained on expressing ideas speaking test items.

Table 37 Student 18 speaking Test Score

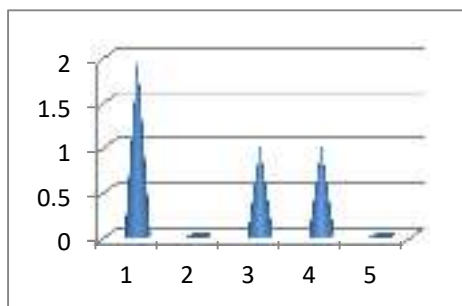


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score chart, relatively highest speaking test score was marked on stress and pronunciation and stress, picture description, responding to question and problem solving speaking test items, relatively unfortunate speaking test score was achieved on expressing ideas test items.

Table 38 Student 19 speaking Test Score

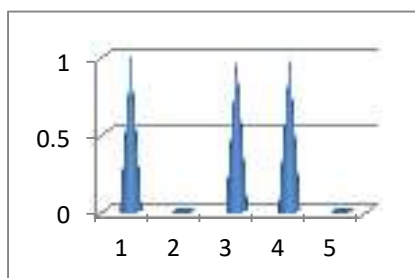


key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score chart, relatively highest speaking test score was marked on stress and pronunciation speaking test item, yet low speaking test score was scored on responding to question and problem solving speaking test score and lowliest speaking test score was observed on both picture description and expressing opinion speaking test item.

Table 39 Student 20 speaking Test Score

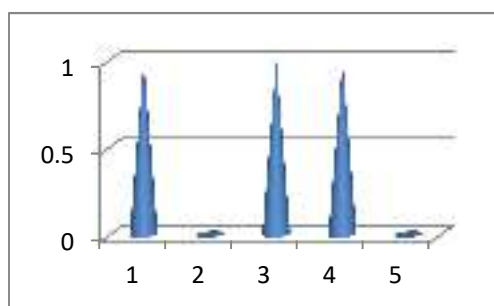


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score chart, relatively high speaking test score was marked on stress and pronunciation, responding to question and problem solving speaking test item, and the lowliest speaking test score was observed on both picture description and expressing opinion speaking test item.

Table 40. Student 21 speaking Test Score

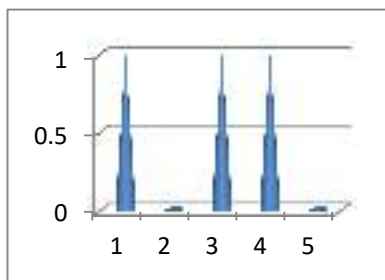


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score chart, relatively high speaking test score was marked on stress and pronunciation, responding to question and problem solving speaking test item, and the lowliest speaking test score was observed on both picture description and expressing opinion speaking test item.

Table 41. Student 22 Speaking Test Score

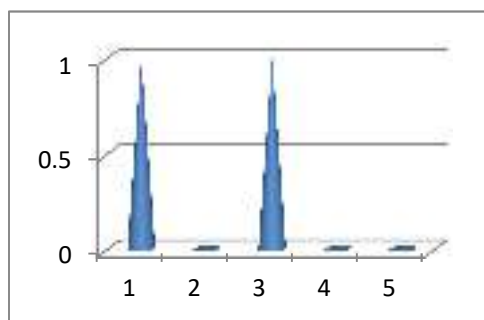


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score chart, relatively high speaking test score was marked on stress and pronunciation, responding to question and problem solving speaking test item, and the lowest speaking test score was observed on both picture description and expressing opinion speaking test item.

Table 42: Student 23 Speaking Test Score

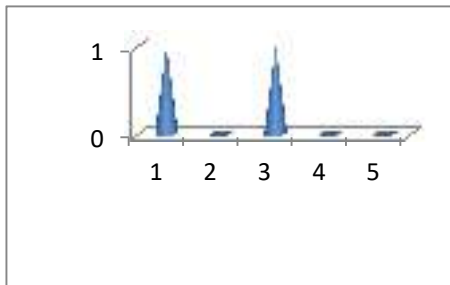


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score chart, relatively high speaking test score was marked on stress and pronunciation and responding to question, yet unfortunate speaking test score were marked on picture description, problem solving and expressing opinion speaking test item.

Table 43: Student 24 Speaking Test Score

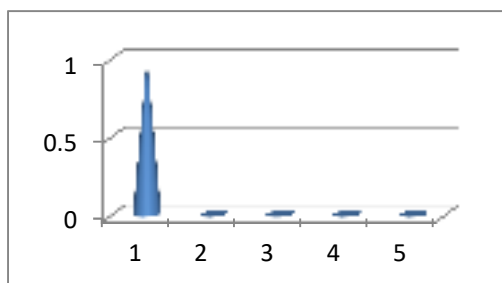


Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score chart, relatively high speaking test score was marked on stress and pronunciation and responding to question, yet unfortunate speaking test score were marked on picture description, problem solving and expressing opinion speaking test item.

Table 44 Student 25 Speaking Test Score



Key

- 1= pronunciation and stress question items
- 2= picture description question items
- 3= respond to question items
- 4= proposing solution question item
- 5= express opinion question item

As can be seen from student's speaking test score chart, relatively high speaking test score was marked on stress and pronunciation, yet unfortunate lowest speaking test score were recorded on picture description, responding to question, problem solving and expressing opinion speaking test item.

4.1.2. Analysis of the Students Interview

This study also used students' interview for ten students who were chosen randomly for this purpose. The intent of the interview was to get in depth knowledge regarding their attitude in speaking class. The students were asked four basic questions on which they would like to respond accordingly. Hence the first question was asked to know whether they were interested in speaking class or not. Eight students out of ten said that they are interested in speaking class, whereas two students said that they are not interested in speaking class. Their reason why they like the speaking class because among others is English language is the international language. If they speak fluently, they can communicate with people at ease and that they not only understand what the teacher is teaching in the class but also since English language has a wider acceptance across the globe they might get variety of opportunities.

However the students who said they were not interested in speaking class indicated that there were many factor for disliking it. They said that the text book they are using in the class does not contain more speaking activities rather more focus has been paid on reading and grammar so as they can practice in the class. What is more their teachers do not create conducive environment so they may speak in front of their classmates and that they use the students' mother tongue during speaking class session.

The second interview question asked them to indicate what had to be included in speaking class. Accordingly, all of them said that the text they are learning now should also include more speaking activities than reading and grammar, the speaking tasks should be presented in the class in various ways and that the topic of the speaking materials should present activities such as free-talking, dialogue and peer discussion which are closely related with the students day-to-day life activities.

The third interview question asked them whether their teacher used real material during speaking class. To this question all of the interviewees affirmed that their teachers did not use real

materials during speaking class. They thought the reasons why their teachers did not use real materials because their school could not afford to buy and use real materials during speaking session.

And the last interview question asked the students how often they practiced speaking activities in the class. Eight students who answered the question said that they rarely practiced speaking tasks in the class, yet one student said that they practice speaking tasks once in a week, whereas the remaining one student admitted that twice in a week.

They unanimously asserted that the time that has been allocated for speaking activities is used for doing other language skills such as reading ,vocabulary study and grammar lesson; this was done at the expense of speaking activities.

4.5. Discussions and Findings

It is observed that the questions are divided into 2 categories to measure learners' attitudes towards different aspects of speaking and practicing skill. These questions were presented to them as negatively and positively phrased statements. The positively phrased statements were [2,3,7,10,12,13 & 15].However, the negatively phrased items of the statements were [1,4,5,6,8,9,11,14,16,17,18,19 &20].

Attempts were made to provide information on possible implications of the attitudes in those areas and try to make suggestions in that regards. The first set of question was set to measure attitude of the learners whether they paid much attention when they got feedback while speaking class. From the data analysis it can be seen that most of the participants (53%) indicated that they pay much attention. This indicates that students are sensitive to the feedback they get from the teachers. Teachers should be careful when they give feedback during speaking session. This is a positive attitude in second language teaching.

In response to question number two 75% participants of the study agreed to it. Therefore, this means they would like to know more languages so as they could communicate with different people at different locations of the globe. This is a very positive attitude in a foreign language class.

In response to question number three 80 % participants of the study agreed to it. Therefore, this means they considered learning English as important so as they could communicate with different people for various purposes, as they indicated during the interview. This is a positive attitude in a foreign language speaking class.

In response to question number four 71 % participants of the study disagreed to it. Therefore, this means they considered learning English is not a waste of time because of the reasons given on questions number two and three. This is a very positive attitude in a foreign language speaking class.

In response to question number five 56 % participants of the study also counting undecided responses as well disagreed to it. Therefore, this means they never felt quite sure of themselves when they were speaking in their English class. This is a negative attitude in a foreign language speaking class.

In response to question number six, 80 % participants of the study also counting undecided responses as well disagreed to it. Therefore, this means they considered it was not important for them learn speak English. This is a positive attitude in a foreign language speaking class.

In response to question number seven, 62 % participants of the study agreed to it. Therefore, this means they assumed to learn English is pleasing. This is a positive attitude in a foreign language speaking class.

In response to question number eight, 49 % participants of the study agreed to the proposition that asked they would rather spent their time on subjects other than English. The reason for this may be because English language is means of instruction and apart from this use the students may not assume to pursue their further studies to master the language. This is a negative attitude in a foreign language speaking class.

In response to question number nine, 79 % participants of the study agreed to the proposition that asked whether having ability to speak in English wasn't really an important goal in their life. When the students agreed to this proposition, they mean to say that to have ability to speak in English is not be their goal to achieve in the end because they have something else to achieve for other than English. Whatever reasons the students have when it comes to attitude; this is a negative attitude in a foreign language speaking class.

In response to question number ten, 84 % participants of the study agreed to the proposition that asked learning to speak English is important because it will allow them to meet and converse with more and varied people. This is a positive attitude in a foreign language speaking class.

In response to question number eleven, 75 % participants of the study agreed to the proposition that asked their English teacher did not present materials in an interesting way. This is a negative attitude in a foreign language speaking class.

In response to question number twelve, 72 % participants of the study disagreed to the proposition that asked they really enjoy learning English. This is a negative attitude in a foreign language speaking class.

In response to question number thirteen, 64 % participants of the study disagreed to the proposition that asked whether their English teacher had a dynamic and interesting teaching style. This is a negative attitude in a foreign language speaking class.

In response to question number fourteen, 68 % participants of the study agreed to the proposition that asked whether they had little interest in their speaking class .This is a negative attitude in a foreign language speaking class.

In response to question number fifteen, 66 % participants of the study did not want to spend more time in their English class and less in other class .This is negative attitude in a foreign language speaking class.

In response to question number sixteen, 60 % participants of the study worried about when other students in their class seemed to speak English better than they did. .This is negative attitude in a foreign language speaking class.

In response to question number seventeen, 60 % participants of the study did not hate English language. This is positive attitude in a foreign language speaking class.

In response to question number eighteen, 56 % participants of the study would never feel uncomfortable speaking English anywhere outside the classroom. This is positive attitude in a foreign language speaking class.

In response to question number nineteen, 56 % participants of the study did not lose any desire they ever had to speak English. This is positive attitude in a foreign language speaking class.

In response to question number twenty, 64 % participants of the study, they were sometimes anxious that the other students in class will laugh at them when they speak English. This is negative attitude in a foreign language speaking class.

However there were also students who said they were not interested in speaking class for the main reason the text book they are using in the class did not contain more speaking activities rather more focus had been paid on reading and grammar so as they cannot practice in the class.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter provided the summary, conclusions, recommendations and the research problem. To this end, this study attempted to answer the following research questions.

- 1) Do the students at Meraro high school hold favorable attitude toward speaking activity in class?
- 2) Why the students at Meraro High school are unwilling to take part in speaking class?
- 3) Does the current teaching speaking skill at Meraro High School result in negative students' attitude?

5.1. Summary

This study attempted to describe students' attitude towards speaking Language in the class and their performance. To find the answer for the research questions, questionnaire was issued for the students and students' interview were conducted to get in depth knowledge to find the root cause of the problem and that speaking test was administered to them to see their performance in speaking.

These were the summary of the students' response obtained from the questionnaire. Grade ten students who attended speaking class at Meraro High school did not feel quite confident in the spoken class. They also indicated that they rarely practiced speaking activities. What is more their English teachers did not use real material related with the students' day-to-day life activities during speaking session. They were not also interested in their English teacher teaching styles particularly in spoken class. As a result of this they were not interested to speak in the speaking activities given to them. Rather they would like to spend more time to engaging on other subjects. Due to this, they did not enjoy the spoken class they learn.

As can also be seen from the individual speaking chart shown in the preceding chapters of this study, regarding the students speaking test score the following points can be made. The students did not exhibit better result at speaking. This indicates that the students are not doing well at speaking as they are expected to be.

It was learnt, from the students' interview, that the students were asked four basic questions on which they would like to respond accordingly. Most students said that they are interested in speaking class.

In addition, their teachers did not create conducive environment so they might speak in front of their classmates and that they (teachers) used the students' mother tongue during speaking class session.

The respondents said that the text they are learning now should also include more speaking activities than reading and grammar, the speaking tasks should be presented in the class in various ways and that the topic of the speaking materials should present activities such as free-talking, dialogue and peer discussion which are closely related with the students day –to-day life activities.

The respondents said that their teachers did not use real materials during speaking class. They thought their teachers did not use real materials because their school could not afford to buy and use real materials during speaking session. Unfortunately real, as indicated in the literature chapters of this study, has nothing to do with what they [respondents] assumed it to be.

Also they said that they rarely practiced speaking tasks in the class. They consistently asserted that the time that has been given for speaking activities is used for doing other language activities such as reading, vocabulary study and grammar lesson in the class; however, this was done at the expense of speaking activities.

5.2. Conclusions

This research study aimed at describing student's attitudes, towards speaking and their speaking performance. And to answer the following three research questions such as:

The findings the students' questionnaire showed that the students at Meraro High School did not enjoy the speaking class they have because of numerous reasons. They did not frequently practice spoken activities in the class, even if they do they were not interested because they encountered frustration for fear of being criticized in front of their classmates. In addition their teachers did not use real materials so as they take part in speaking activities.

The findings of this research also indicated that the students have negative attitudes towards speaking English in the class. This has been shown on students' questionnaire and their interview respectively.

As it was indicated through chart, the student's speaking performance has been proved to be weaker.

5.3. Recommendations

The survey findings of this study indicates that lots of work is going to be done to involve students in speaking tasks by incorporating real like situations not only intending to attract students but also to address wide range of speaking aspects which are useful for them on daily bases.

Teachers and educators need to comprehend the significance of attitude attribute which either optimistically or pessimistically impact student's speaking performance and achievements.

Teachers in Meraro High school have got a very big role to play in speaking; they should try to help students develop positive attitude towards English. In this regard, Harmer (2002) points out that one of the main tasks for teachers is to provoke interest and involvement in the subject even when students are not initially interested in it. It is by their choice of topic, activity and linguistic content that they may be able to run a class effectively and successfully. It is by their attitude to class participation, their conscientiousness, their humor and their seriousness that they may influence their students. It is through their own behavior and enthusiasm that they may inspire. However, teachers are not ultimately responsible for their students' motivation. They can only encourage by words and deed. Willingness comes from within each individual.

Course writers should inculcate more speaking activities so as students can benefit from it. In doing so, the speaking activities should come with the possible instructional method and authentic materials that can be used in simple ways.

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Appendix I

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

Questionnaire to be filled by Students

Dear student, this paper contains research questions. The researcher would greatly appreciate a few minutes of your time to respond it.

The results of this study will describe the **students' attitude towards speaking English in the class and their speaking performance**. This information will be used to review the teaching and performance of speaking of students in the future.

You are randomly selected from a pool of enrolled students of Meraro High School grade ten. You will not be identified by name. All information you will provide be treated as strictly confidential.

The questionnaire should only take 15 minutes to complete. Please return it by ticking the answer of your choices.

Your participation is very much appreciated and will allow the researcher to focus on critical issues related to the students' attitude and its relationship with their performance.

Thank you in advance

Instruction

For each of the following questions, please mark the answer that comes closest to the way you feel about **students' attitude towards speaking English in the class and their performance**. There is no right or wrong answer. Answer the questions in which they appear on the paper.

Please put a tick(x) in the column that match your position most, according the following degrees.

Thank you in advance for your co- operation!

Your responses could vary from 'strongly agree' to 'strongly disagree'

Key: - **Strongly Agree (SA) =5** -**Agree (A) = 4** -**Undecided (UD) = 3**

-**Disagree (DA) =2** -**Strongly Disagree (SDA) =1**

No	Statements	Strongly agree	agree	undecided	Disagree	Strongly disagree
		5	4	3	2	1
1	I do not pay much attention to the feedback I receive in my English class					
2	I wish I could speak many foreign languages perfectly.					
3	Studying English is important because it will allow me to be more at ease with people who speak English.					
4	My English class is really a waste of time.					
5	I never feel quite sure of myself when I am					

	speaking in our English class.					
6	It is not important for us to learn speak English.					
7	Learning English is really great. .					
8	I would rather spend more time in my English class and less in other classes.					
9	Having ability to speak in English isn't really an important goal in my life.					
10	Learning to speak English is important because it will allow me to meet and conceive with more and varied people.					
11	My English teacher doesn't present materials in an interesting way.					
12	I really enjoy learning English.					
13	My English teacher has a dynamic and interesting teaching style.					
14	To be honest, I really have little interest in my speaking classes.					
15	I would rather spend my time on subjects other than English.					
16	It worries me that other students in my class seem to speak English better than I do.					
17	I hate English.					
18	I would feel uncomfortable speaking English anywhere outside the class room.					
19	I am losing any desire I ever had to speak English.					
20	I am sometimes anxious that the other students in the class will laugh at me when I speak English.					

Adopted from Gardner Attitude Test Battery (1985)

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

Qo'annoo baruumsa digirii 2ffaatiif

Yeroo keessan keessa daqiiqqaawwan muraasa kennitanii gaafannoowwan armaangadiitiif deebii kennuu keessaniif baay'een isin dinqisiifadha.

Bu'aan qo'annoo mataduree **'Ilaalchi ykn fedhii barattootni daree keessatti AfaanIngilizii duubbaachuu qabanii fi gahuumsa isaan dubbachuu afaanichaarratti qaban'** irraa odeeffannoon argamu barsiisuu dubachuu fi gahuumsa dubbachuu barattootaa garafuulduraatti ni fooyyessa jedhameet eeggama.

Isin kanfilatamtan barattoota kutaa 10ffaa mana baruumsa Mraaroo sadrkkaa 2ffaatti barachuuf galmaa'an keessaa ulaagaa tokko maleedha. Maqaa keessan ibsuun hin barbaachicu. Icitiin odeeffannoo isin nuuf laattanii ciminnaan eeggamaadha.

Gaafannoowwan kanneen guuttanii xumuruuf daqiiqaan 15 qofa isinirraa fudhata. Hirmaannaa keessan baay'een dinqisiifachaa akkan qo'annoo kanarratti cimee hojjadhun agargaara jedheen abdadha.

Galatni koo guddaadha!

Qajeelfama

Himoota armaan gadii dhimma ilaalcha yknfedha AfaanIngilizii dubbachuubarattootaa fi gahuumsa dubbachuu afaanichaa barattootaatiif akkaataa sitti dhagahamutti flannoo dhiyaaturratti mallattoo kaa'uun deebii kenni. Deebiin sirrii ykn dogoggoraa hinjiru.

Hirmaannaa keessaniif heddugalatoomaa!

Ibsa:sadarkaaleen deeggarsa yaada keessan itti ibsitan;

SirriittanDeeggara (SD) = 5 - Nan Deeggara (ND) =4 -HinMurteessine(HM) = 3

XinnumanMorma (XM) =2 - SirriittanMorma (SM) = 1

TL	HimootaYknYaadota	SD	ND	HM	XM	SM
		5	4	3	2	1
1	Duubdeebii wayitii AfaanIngilizii naafkennamuuf xyyeeffannaa hinkennu.					
2	Afaanota biyyoota alaa baay'ee dubbachuu osoon dada'ee jedheen hawwaa ture.					
3	AfaanIngilizii qo'achuun namoota Afaanicha dubbatan waliin salphaatti waliigaluuf waan nagargaaruf barbaachisaadha.					
4	Wayitiin baroota AfaanIngilizii koo dhugumaan yeroo qisaasechuudha.					
5	Wayitii dubbachuu barnoota AfaanIngilizii yoon dubbadhu sirumaa sirrii ta'uun kootti hinamanu.					
6	AfaanIngilizii dubbachuu barachuun nuuf barbaachisaa miti.					
7	Afaan Ingilizii barachuun ciminna.					
8	Wayitii barnoota biro caalaa wayitii barnoota afaan Ingiliziitanttan					

	yeroo dabarsa.					
9	Dandeettii AfaanIngilizii qabaachun kiyya jireenya koo keessatti dhugumaan kaayyoo kootii miti.					
10	AfaanIngilizii dubbachuu barachuun barbaachisaadha,sababnisaas namoota hedduu fi garagaraa wajjin walittidhufuu fi yaadan waliigaluuf nadandeessisa ta'aa.					
11	Barsiisan Afaan Ingilizii koo meeshaalee barnootaa karaa hawwataa ta'een hin dhiyeessu.					
12	Afaan Ingilizii barachuuttii dhugumaan naan gammada.					
13	Barsiisan AfaanIngilizii koo maloota baruu fi barsiisuu adda addaa fi hawwataa ta'aniin fayyadama.					
14	Dhugumaan yoo ta'e, fedhiin wayitii dubbachuutiif qabubaay'ee xinnaadha.					
15	Barnoota Afaan Ingilizii irra gosa barnoota biroorrattan yeroo koo dabarsa.					
16	Barattootni daree kooti ana caalaa AfaanIngilizii dubbatan waan natti fakkaatuuf nan yaada'a.					
17	Afaan Ingilizii nan jibba.					
18	Daree barnootatiin alatti iddoo kamittuu AfaanIngilizii dubbachuun natti hin tolu.					
19	Fedhiin dubbachuu Afaan Ingiliziitiif horadhee ture amma hin jiru.					
20	Al-tokko tokko yoon Afaan Ingilizii daree keessatti dubbadhu barattootni nati kolfan jedheen cinqama.					

Appendix II

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH LANGUAGE

Post-graduate studies (TEFL)

Interview questions for students

Good morning/afternoon, My name is Balcha Miecha, I come from ASTU to conduct research, your genuine responses are important for success of this research, so, you are kindly asked to give me your responses to my interview.

1. Are you interested in your speaking class?
2. If yes, what makes you interested?
3. If not, what makes you disinterested?
4. What do you suggest to be included in your speaking class?
5. Does your teacher use real material when he teaches you speaking skill?
6. How often do you practice speaking

Thank you very much!

Appendix III

Students' Speaking Test

Dear students,

Following below are pronunciation and stress, picture description, responding to questions, proposing to solution question items, and express opinion item. So you are kindly asked to respond by writing your answer on separate answer sheet.

Thank you in advance!

Directions: 1 in this part of the test, you will read aloud the text on the screen. You will have 45 seconds to prepare. Then you will have 45 seconds to read the text aloud.

Reading passage aloud

Langano

Langano is located 200 km South of Addis Ababa. It is a sand beach that attracts many visitors. Along the road to langano, one can see beautiful landscapes. As you continue driving, the first lake to be seen among the rift valley lakes is Lake Zeway. It is a shelter for a variety of birds and fish. Proceeding further to the South, Lake Abiyata and Lake Shala can be reached. These lakes are breeding places for bird watching. Nearby is Lake Langano, a resort area and a paradise for holidaymakers. Traditions for most vacationers include setting up tents along the beach and eating (fresh –meat) barbeque.

Source: [http:// www.ethioworld.com/Travel&Tourism/while in Ethiopia/places to visit .htm](http://www.ethioworld.com/Travel&Tourism/while%20in%20Ethiopia/places%20to%20visit.htm)

Answer the following questions [use the advanced dictionary as marking guidance]

- 1) Where does the stress fall for the word **landscapes**?
- 2) Read the word **variety**. [check how the students pronounce it]
- 3) Read the word **barbeque**. [check how the students pronounce it]
- 4) Where does the stress fall for the word **barbeque**?

Describe a picture

Directions:2 In this part of the test, you will describe the picture on your screen in as much detail as you can. You will have 30 seconds to prepare your response. Then you will have 45 seconds to speak about the picture.



Answer the following questions below by looking at the above picture.

- 5) Ask the students to describe the market place using correct grammatical sentences. [If they produce as expected, give them one mark.]
- 6) Ask them to tell the correct spelling of the name of the animals from the picture.[If they are correct, give them one mark.]
- 7) Ask them again to tell series of events that happen in the market places by looking at what people in the picture do.[If they produce sensible sentences in cohesion, give them one mark.]

- 8) Ask the students to tell the objects, animals, objects..., etc. that they see in the picture,[if they give correct answer, give them one mark.]

Respond to questions

Directions: 3 In this part of the test, you will answer three questions. For each question, begin responding immediately after you hear a beep sound. No preparation time is provided. You will have 15 seconds to respond to Questions 9 and 10, and 30 seconds to respond to Question 11.

(Narrator): Imagine that the Arsi University student is doing research in your city. You have agreed to participate in a telephone interview about your ways of studying.

Question 9: How often do you do your homework?

Question 10: What kinds of techniques do you follow when you study?

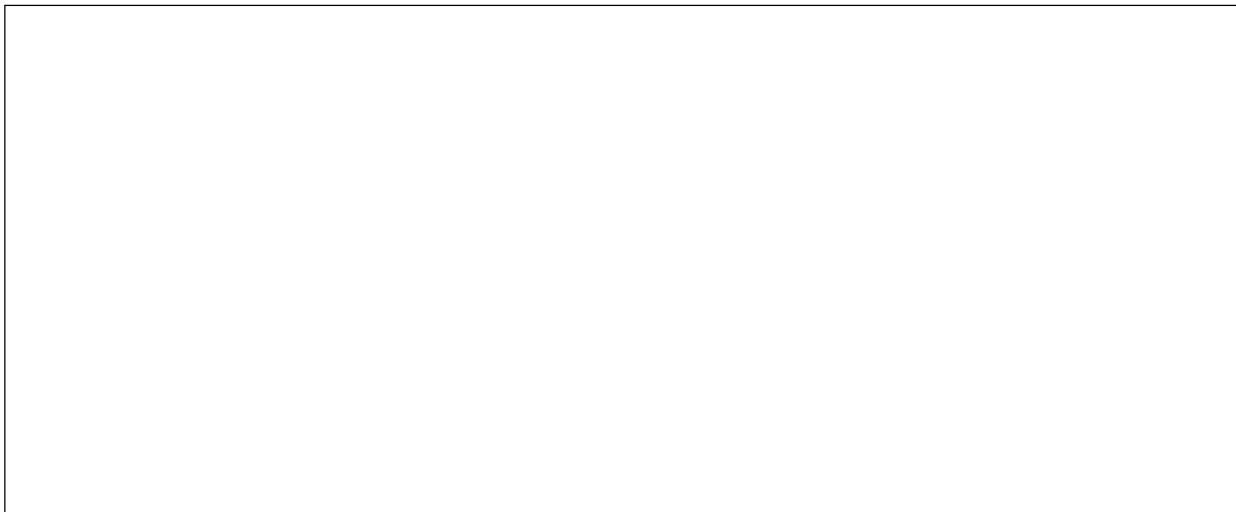
Question 11: Describe your favorite ways of note taking.

Marking of students would be:

√ **Relevance of the content and their understanding**

√ **Completeness of contents**

√ **Speed, accuracy and critical thinking**



Respond to questions using information provided

Directions:4 In this part of the test, you will answer three questions based on the information provided. You will have 30 seconds to read the information before the questions begin. For each question, begin responding immediately after you hear a beep. No additional preparation time is provided. You will have 15 seconds to respond to Questions 12 and 13, and 30 seconds to respond to Question 14 and 15.

(Narrator): Hello, I'm calling about a conference on May 27. I saw announcement in the school notice board. It's about starting your own business. I was hoping you could give me some information.



STARTING AND MANAGING YOUR OWN BUSINESS

Date: May 23

Location: Adama University main Office Building

Seminars: 3:00 A.M Financing Your Business, Room 210- Aster Haile Certified Public Accountant

5:00 How to promote Your Own Business, Room 312 Goitom Tsega, United Publishers

Or

5:00 Planning for Profit, Room 318 – Mekonen Abera, Mekonen & His Associates

7: 00 Lunch

8:00 Sales Techniques Work shop, Room 248- Eden Gezaw, Business consultants

10:00 General Discussion

Registration fees: individuals 50 birr

Members of young entrepreneurs 75 birr

13) Could you tell me how long it will last?

14) How much does conference attendance cost?

15) I may not be available for the full day. Could you give me information about the activities in the morning, before lunch time?

Directions:5 In this part of the test, you will be presented with a problem and asked to propose a solution. You will have 30 seconds to prepare. Then you will have 60 seconds to speak.

Respond as if you are a recent graduate looking for financial loan

Now listen to the voice message

Hi, this is Gemechu Tolosa calling you on behalf of my friends. I'm calling to ask how to get loan from 'Metbaber' Micro finance. My friends and I wanted to establish our own small private

limited company to help ourselves and our families, because getting jobs in government offices become too difficult for us these days. You know — we have small amount of money to start up the business (up speak) ... however the private company we have planned to establish needs large amount of money unless we get some extra money from you our dream will never come true. And our business plan is well designed and carefully thought, so we are very much sure that we will be successful in the business we wish to engage. Therefore, we really need the money you are going to provide uswe have to get to business early this month, and couldn't wait for long....Could you call me here at my place, and let me know how to get the money? I'm really busy today, and really need you to call me soon. We can't go on to work without your support. What shall we do in order to get it?

This is Gemechu Tolosa at 0936 1234 55. Thanks.

Answer the following questions below.

16) What are Gemechu and his friends' problem?

17) What solution would you like to propose a way of dealing with the problem?

√ While marking, try to examine:

- Their level of understanding the question.
- Their effort of describing completeness of content.

Express an opinion

Directions: In this part of the test, you will give your opinion about a specific topic. Be sure to say as much as you can in the time allowed. You will have 15 seconds to prepare. Then you will have 60 seconds to speak.

Question: answer the following questions below

(Narrator): Some people prefer to take a job that does not pay well but does provide a lot of time off from work. What is your opinion about taking a job with a low salary that has a lot of vacation time? Give reasons for your opinion.

Marking criteria would be:

18) Raising or discussing relevant points to get one mark.

19) Arranging ideas in cohesion, logical and sensible ways to get one mark.

20) Observe their diction (word) power to get one mark