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SECONDARY LEVEL STUDENTS' PERFORMANCE IN SPEAKING SKILL

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Renu Bhandari**

**Faculty of Education
Tribhuvan University
Kathmandu, Nepal
2021**

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DEDICATION

*Dedicated to my parents and husband who devoted their entire life to make me
what I am today.*

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for candidature of research degree to any university.

Date: 20/02/2021

.....

Renu Bhandari

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Renu Bhandari

ABSTRACT

This study entitled **Secondary Level Students' Performance in Speaking Skill** is an attempt to find out the secondary level students' performance in speaking. The design of the study was survey research. A public school of Dhurkot Rural Municipality of Gulmi district was the sample and the sample population were forty students of that school. The researcher used purposive non-random sampling strategy to collect required data. Questionnaire and pictures were the main tools of data collection. It was found that the most of the students were poor in grammar and pronunciation. They were relatively poorer in vocabulary as they were repeating some of the words time and again to express themselves in the given situations. However, the respondents were good on content. Most of them are able to express themselves on given content even though sometimes they were misleading. Most of the students were not able to pronounce the words correctly.

This study consists of five chapters. The first chapter encompasses introduction of the study. It incorporates the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definition of the key terms. Similarly, chapter two deals with the review of related theoretical literature, implications of the review for the study and conceptual framework. The third chapter presents the design of the study, population, sample and sampling strategy, study area, data collection tools and techniques, sources of data, data collection procedure, data analysis and interpretation procedures and ethical consideration. The fourth chapter consists of the results and discussion and fifth chapter deals with the conclusion and recommendations. The references and appendixes that were used in the thesis follow the fifth chapter.

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LIST OF SYMBOLS AND ABBREVIATIONS

CUP = Cambridge University Press

EFL= English as a Foreign Language

FL= Foreign Language

L2 = English as a Second Language

M.Ed. = Masters in Education

S. N. = Serial Number

T. U. = Tribhuvan University

U.K. = United Kingdom

CHAPTER ONE

INTRODUCTION

The current study was on “Secondary Level Students’ Performance in Speaking”. This chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms.

1.1 Background of the Study

Language learning is one of the most important aspects of human being. It is the most effective and reliable means of human communication. In our case, it is taught from grade one to bachelor level as a compulsory subject. But at the campus level, most of the books are available in English language. English is an international language which is being used globally. It is used for different purposes in different countries like business, education, literature, politics diplomatic and many other purposes. So, English speaking countries like USA, Australia, Canada, and Newzeland English is spoken as first or native language. It is their medium of communication. But in Nepal, English is taken as foreign language or, it is used for academic purpose.

There are four language skills viz. listening, speaking, reading and writing. Among them speaking is one. It is the productive skill of language which includes the combination of pronunciation, vocabulary, grammar and even accent. English is one of the widely used languages. It is international of language which is recognized as lingua franca in the world. The main of learning English is to communicate with the speaker of different languages. Speaking is one of the most demanding skills in the daily life. Every person wants to communicate with other people through speaking. Speaking plays a core role in establishing a social interaction, social function and to get information.

Speaking refers to the action of conveying information or expressing one's feeling in speech. In other words, it is also called the activity of delivering speeches. Speaking is a purposive and information-oriented language activity which primarily demands two or more than two participants in the conversational activity. In this regard, stressing on its centrality to language teaching, Ur (1996, p.120) assumes that speaking seems intuitively the most important. People who know a language are referred to as speakers of that language. Many if not most foreign language learners are primarily interested in learning to speak. Similarly, to have a fluency in English language, Harmer (2007, p. 343) suggests students need to be able to pronounce phonemes correctly, use appropriate stress, intonation and patterns and speak in connected speech. Almost all the language teaching programs are centralized on developing the speaking ability to the students.

In this regard, Richards and Renandya (2002, p. 1) views that a large percentage of the world's language learners study English in order to develop proficiency in speaking. According to them speaking is used for many different purposes and each purpose involves different skills. The purpose should be to make social contact with people, to establish rapport or to engage harmless chitchat with friends. According to Byrne (1984), "Speaking is oral communication. It is a two-way process between speakers and listener and involves productive and receptive skills". It means that speaking is the way to communicate directly. Use of language skill includes listening, speaking, reading and writing. They are called four language skills. However, here my concern is with speaking aspects of language teaching and learning role in communication. The case of speaking English in the Nepali schools, colleges and university is very shameful. English has been made compulsory subject from very early grade nursery and large numbers of graduates complete their academic courses, however the level of English especially in speaking seems very poor. In comparison to speaking they are relatively better in other language skills, like reading and writing. Their speaking skill is affected by the

various factors such as lack of vocabulary, lack of grammar, pronunciation skills and lack of motivation, confidence, materials and environment. There are other hidden factors also which contribute for the effective speaking performance of the students inside and outside the classroom.

1.2 Statement of Problem

English is an international language. It plays significant role for different purposes. Students learn the language, then they can be able to read, write and understand everything but they cannot communicate fluently in English. Students rarely get the opportunities to speak in English classes. Regarding my personal experience during my study, I rarely got the opportunities to speak in English. This is the problems with many students in Nepalese context of learning. The reason behind the problem of student low' English speaking performance need to be identified or investigated and their speaking skill should be developed. There are different factors, which cause the students' low performance in speaking English. Teaching style, material used, classroom management also effects the speaking skills.

Some others responsible factors like large size class, student level of proficiency and time constraints. It is essential to find out the other possible factors for better speaking performance of the students. The students in public school are relatively weaker /poorer in speaking. There are so many reasons behind it. Some of them are lack of trained teacher, lack of proper materials, traditional examination pattern, following the traditional way of teaching, and teacher fronted classes as a result they do not chance to speak and so on. The previous researchers have found that students can read, listen and write but not communicate in English. Their level of speaking in English is not tolerable. The pervious researches have been carried out on English as medium of instruction, speaking activities in the English language teaching (ELT) classrooms, students' participation in English language learning and English language speaking skill development and so on. But there are not such

researches still done about the Secondary Level Students' Performance in Speaking Skill in the context of Nepal. By taking the aim of finding the challenges of the speaking on students of secondary level . I am purposing this study entitled "Secondary Level Students' Performance in speaking"

1.3 Objectives of the Study

The objectives of this study were as follows:

- a) To find out the secondary level students' performance in speaking.
- b) To recommend some pedagogical implications

1.4 Research Questions

The Study were oriented to find out the answer of the following research questions

- a) What is secondary level students' performance in speaking English?
- b) What are the problems that students of English encounter when they speak in English?

1.5 Significance of the Study

Speaking performance shows how accurately and fluently someone has expert English language. This means the ultimate goal of learning English as a second or, foreign language is to improve speaking ability. Most of the ELT programs aim of making students able to communicate in English accurately, fluently and appropriately. Due to insufficient knowledge of grammar, vocabulary and pronunciation, they feel speaking as the most difficult part of learning English likewise, school environment, inhibition, low interaction opportunities, large class size, teaching learning materials etc. Directly indirectly discourage students to speak inside the class and develop whole speaking skills in general.

This research will be fully centered to find out the secondary level students' performance in spoken English, affecting factors in speaking and suggest some pedagogical implications. Therefore, the findings of the study will be directly useful for the students who are learning speaking English. They will realize their existing performance in spoken English and overcome the problems and causes of low English speaking performance and develop their good speaking abilities

1.6 Delimitations of Study

This study was limited to the following points:

- i. This study was confined only to forty students of class nine of Wagla higher secondary school, Wagla 2, Gulmi.
- ii. The study was limited to the causes of the students low English speaking performance.
- iii. Random sampling procedure was used for sampling the respondents.

1.7 Operational Definition of Key Terms

The key terms used in this study have been listed and defined as follows:

Affecting: Influencing and obstructing in speaking of secondary level students.

Challenges: The difficulties that students of secondary level students encounter while speaking in English.

Factors: Agents and representatives of the elements, circumstances, or influences, which contribute to the low level of secondary level students speaking.

Performance: Performance is simply the process where the person presents while speaking whatever she/he has acquired at competence level.

Speaking problems: The emotional and physical difficulties encountered by the secondary level students while learning speaking in the classroom

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

2.1 Review of Related Theoretical Literature

This chapter includes the theoretical review of speaking specially comprising definitions, purpose, problems and affecting factors in speaking. Similarly, review of empirical literature, implications of the review for the study and conceptual framework are included under the same section.

2.1.1 Speaking as a Language Skill

Speaking is an important part of language learning and teaching process of English as a foreign language. According to Hornby (1995, p.37), "Teaching means giving the instruction to a words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate with each other." It is a way for students to express their feelings, emotions, thoughts and interest to others person in any situations. Speaking is a productive skill of the language which is produced by the vocal organs of the human beings. It is mainly used for communicating the ideas, opinions and feelings etc.

Fulcher (2003, p .23) defines Speaking as the verbal use of the language to communicate with others". Speaking is such a productive skill, which is significant for the better communication of human beings. It is one of the four skills of language. Similarly, Brown (1994) is also gives a similar view and defines "Speaking as an interaction process of constructing meaning that involves producing, receiving and processing information. This definition shows that speaking is not only outcome but a process or means as well as that ultimately leads the students to achieve the outcomes, i.e. communication. The speaking is thought to be the most difficult skill of language development

because the speaker has to actively produce the voluntary sound in meaningful way. He/she has to be able to recognize the phonemes. Produce and use conversation strategies like pause, hedges, questioning etc.

Speaking is done for the successful delivery of the intended meaning. The major aim of it is to convey the meaning and communication to the next part. Nunan (2003, p.48) supports this idea and defines Speaking as a productive oral skill and it consist of producing systematic verbal utterances to convey meaning. In the other words of Mart (2012),“Speaking means being able to use language”. This definition of speaking shows that we exchange ideas, opinions with the help of particular language.

By the above various definitions, we can conclude that language is the communicative process of conveying meanings, ideas and opinions. Speaking is the process of communication to share the information between the speaker and listener. The information send by speaker should be clear so that listener can understand the contents of information.

2.1.2 Purpose of Teaching Speaking

Speaking is taught and trained specially for the second and foreign language learners. In this regard, Hughes (2003,p .113) views that the objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production. The language is socializing means and it needs to be practiced appropriately. It is especially difficult to the foreign language learners. Talley (2014, p.4) mentions English speaking as modified communicative activity that involves English spoken language to achieve a particular goal or objective in the English language medium. In the second or foreign language classroom, speaking is the most challenging skill to acquire. In the observation of Liao (2009, p.11 as cited in Darwanto, 2014), “speaking is the skill that students will be judged upon most part of everyday interaction and most often the first

impression of a person is based on his or her ability to speak fluently and comprehensibly". The idea of Liao is supported by Shumins (2002, p.204) saying, "Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. "People have to be able to use the language forms in proper way for developing speaking skills. Larsen-Freeman (2000, p.127) states, "Learning to use language forms appropriately is an important part of communicative competence." Therefore, for the betterment in speaking skills of the students, speaking is taught and practiced inside and outside the classrooms.

2.1.3 Speaking Problems

Speaking is the most difficult and challenging task for the language learners especially in second or foreign language classes. It requires the various sub skills along with the language aspects such as grammar, vocabulary, and pronunciation. Students encounter number of problems i.e. they feel uncomfortable and hesitation in speaking. Some students seem reluctant in speaking class whereas others view that they have nothing to say. Regarding this, Parrot (1993,p.193) observes that students face numbers of problems such as inhibition/lack of confidence, fear of making mistakes, lack of appropriate language and lack of practice. These kind of psychological and physical problems constantly hinder speaking performance of the students. For Ur, (1996) there are main four problems. They are:

i) Inhibition

Unlike other skills, speaking requires some degree of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes fearful about criticism and losing face or simply shy of the attention that their speech attracts.

ii) Nothing to say

This is another common problem of teaching speaking. Students sometimes think that they have nothing to say on particular topic. They often lack of confidence in their speaking ability and feel they have insufficient language skill to express exactly what they want to say.

iii) Low or uneven participation

They have very little chances to participate in speaking as more talkative students are dominant. Some students frequently participate whereas others speak very little.

iv) Mother tongue use

In class where all students share same mother tongue because they feel easy to talk to one another. They feel less exposed if they are using their mother language. According to Harmer (1991), "If students are asked to have discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own native language. Below are some problems of teaching speaking as posted by Prayudha Magriby

i) Internal Problems

The internal problems are said to be the obstacles in teaching speaking and those problems are native language, age, exposure and so on.

ii) External Problems

The effectiveness of teaching speaking does not only come from internal aspects of the students but also influenced by external factors.

2.1.4 Factors Affecting Speaking

Developing the speaking skill in the second or foreign language is challenging indeed. There are number of reasons behind the failure of the learners mastering the speaking skills. Knowing the grammatical rules and syntactic structures is not sufficient. For Shumin (2002, p.204), “speaking a language is especially difficult for foreign language learners because the effective communication requires the ability to use the language appropriately in the social interactions.” This means it is difficult to achieve the communicative competence to use the language devices appropriately. This is affected by the learners’ language acquisition ability, teaching learning environment, motivation, materials etc. Richards and Rodgers (2001, p.158) discuss about the instructional system, materials, teachers, learners role and behaviors, classroom activities and techniques for developing better communication skills.

Yule (2008, p. 164) has related the affective factors saying “If we are stressed, uncomfortable, self-conscious and unmotivated, we are unlikely to learn anything”. This means not only teacher related factors affect the students’ speaking but also the students’ emotional reaction and feelings. He further focuses on the lack of exposure in the target language classrooms. The students have limited time to practice speaking which is not sufficient for developing communicative competence. Spolsky (1989) has identified the four factors that affect the learning of SLA. These are language learners’ ability, language knowledge of L1, attitude and motivation and learning opportunities.

According to him language learning depends in the large measure on the amount and kind of exposure to the target language. According to Shumin (2002, pp. 205-206) has discussed some factors affecting adult EFL learners’ oral communication.

(i) Age or Maturational Constraints

Age is most commonly discussed determinant factor of success or failure in second language learning. Karshen, Long and Scarcella (1982, as cited in Shumin, 2002) view that acquirers who begin learning a second language in early childhood, through natural exposure achieve higher proficiency than those beginning as adults. The adults are comparatively weaker to master the phonological aspect of the target language due to their high exposure and practice in the mother tongue. Thus, they fail to reach native like proficiency in second language. In similar way Scarcell and Oxford (1992, as cited in Shumin, 2002) view that ageing process itself may affect or limit adult learners' ability to pronounce the target language fluently with native like pronunciation. Even if they can utter words and sentences with perfect pronunciation, problem still occurs with prosodic features such as stress and intonation. In this regards, Harmer (2008, p.81) states 'people of different ages have different needs, competences and cognitive skills... one of the most common beliefs about age and language learning is that young children learn faster and more effectively than other age groups.'

(ii) Aural medium

The role of listening comprehension in L2 or foreign language acquisition process is largely accepted. If one lacks listening ability, he or she cannot speak effectively and purposively. So, listening before speaking is essential. After listening the speaker proceeds the information and speaks out accordingly. Speaking feeds on listening which precedes it. In fact during interaction every speaker plays a double role both as a listener and speaker. Here, Shumin (2002, p. 205) mentions "if one cannot understand what is said, one is certainly unable to respond. So speaking is closely related to or interwoven with listening which is the basic mechanism through which the rules of language are internalized." Similarly, Nunan (2003, p. 239) shares his view "our understanding input at the right level, only learning simply cannot begin.

Listening is thus fundamental to speaking.” By the above discussions we can say that aural medium vitally affects the speaking skill.

(iii) Socio-cultural Factors

It is another affecting factor of speaking skills. Language is the representation of social and cultural factors. The culture of the particular society also influences the foreign language learning. Dimitracoulou (1990 as cited in Shumin, 2002) views that from the pragmatic perspectives, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange and meaning is thus socially regulated. There are certain values and beliefs which create the tradition and social structures that bind the community together and are expressed in their language. Thus, to speak a language, one must know how the language is used in social context.

The speakers having particular religion, culture and even linguistic norms feel difficulty in the next language because sometimes it is hard to communicate in the target language and their culture says that should not be done. Due to the influence of their own cultural norms, it is hard for non-native speakers to choose the forms appropriate to certain situations. Yule (2008, p. 216) supports the above ideas saying “the particular language we learn through the process of cultural transmission provides us at least initially with a readymade system of categorizing with the world around us and our experience of it.”

(iv) Affecting factors

The success and failure of any language learning depends on the affective side of learner. Shumin (2002) categorizes the affecting factors such as: emotions, self-esteem, empathy, anxiety, attitude and motivation. Second language learning is a complex task and related with human anxiety.

There are no certain factors which influence the second or foreign language learning and that can be solved immediately. These factors are interconnected. According to Towned and Walker (2006, pp.42-47) the factors influencing the acquisition of spoken language are:

i. Cognitive ability

We need to see the general cognitive development of the students. They have to be at the stage where they are intellectually capable of developing spoken language. That is a maturational age related issue but it is also related to an extent intellectual ability, which of course varies very much between individual. This means language processing and producing is based on the cognitive aspect of human beings.

ii. Environmental factors

The language learning environment plays very vital role for the development of spoken ability of the students. The more they are exposed with the speaking environment, the faster they master the language, i.e. speaking. Regarding speaking ability development, students should have sufficient interactive environment inside and outside of the classroom. They should be surrounded by the reach source of language structures in the absence of which learning in general and speaking in particular are hindered.

iii. Physical factors

In this factors, many children have difficulties with the articulation of speech sounds which is only due to the physical impairment; it is more commonly attributable to weak phonological awareness of maturational gap of course physical condition such as: cerebral palsy can affect motor control of the organs of articulation.

iv. The underlying skills

Some students even fail to recognize the basic and important language skills. These underlying skills are:

) Discrimination:

Discrimination is the ability to hear very fine difference between sounds. Until and unless they are capable of fairly recognizing the individual sounds in connected speech, they cannot develop speaking skills.

) Memory:

Memory for language development especially in second or foreign language (L2 or FL) language is significant. We use information coming in the short term memory which may be recognized and stored in the long term memory. Obviously all the learning depends on the well-functioning of memory.

) Closure:

Closure is the ability to interpret the whole from its part or form an incomplete part. When a great deal of information is coming, in to the brain, we often anticipate what is coming next or interpret message before it is finished.

) Sequence:

Sequence is the ability to perceive order of incoming information is clearly important to the development of phonological skills and grammar.

) Attention :

Clearly, if students cannot pay selective attention, to the spoken word, they will not be getting information and benefits from the environmental stimulation that is around them.

2.1.5 Activities for Teaching Speaking Skill

Teaching speaking is a very important part of foreign language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as role play, group discussion, pair work, etc. can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

The students increase their speaking abilities only if they involved in the speaking activities. For Ur (1996), “Classroom activities that develop learners’ ability to express themselves through speech would be seen an important component of a language course”. Simply, it is difficult to design and administer such activities in the EFL classroom. Anyway, teacher has to use different activities for developing speaking skills of the students. He/she has to give opportunities to talk through role-play, pair work, group work, discussion. Therefore, the teacher should create classroom environment where students have real life communication/authentic communication and meaningful task that promote oral language. If we manage such environment in the classroom, students get benefit to promote their speaking abilities. In this concern, Cross (1992) says:

If the teachers want their students to become creative in the ways in which they used the foreign language and to develop communication strategies, then they must provide opportunities for interaction in situation where what the students hear and say in reply is relatively

unpredictable. Their whole attention must be engaged by the task or topic (p. 294).

Students learn to speak in second or foreign language by interacting. When they get opportunities to interact in second or foreign language, surely they will be able to reply their queries in unpredictable ways. That activities should be more interactive and interesting. Language teaching is most effective when the whole attention of the learners is engaged by activity, not by the language. Thus, the whole attention of the learners should be captured by the activities. Then the students feel comfortable and ease to speak.

According to Kayi (2006), some activities to promote speaking are:

Role Play: One way of getting students to speak is role playing. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are what they think or feel. Thus, the teacher can tell the student that you are David; you go to the doctor and tell him what happened last night and...

Discussion: A discussion can be held on various reasons. The students may arrive at a conclusion, share ideas about an event, or find solutions in their group discussion. Before discussion, it is essential that the purpose of the discussion activity is set by the teacher. The student can be involved in agree/disagree discussion or they can be involved in presenting opinion. Lastly, in class or group discussions what even the aim is, the student should always be encouraged to ask questions, paraphrase ideas, express support, check for classification or so on.

Simulations: Simulations are very similar to role plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic

environment. For instance, if a student is acting as a singer, she brings a microphone to sing.

Story telling: Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling foster creative thinking. It also helps students express ideas in the format of beginning, development and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddle or jokes as an opening. In this way, not only will the teacher address students' ability, but also get attention of the class.

Interviews: Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also in outside and helps them becoming socialized.

Picture describing: Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class.

2.2 Review of Empirical Literature

There are many researchers done about the speaking skills, strategies and activities under the Department of English education focusing on the way of promoting speaking abilities in the students. However, there are no any researches done on the existing situation affecting factors in student's English speaking performance. Thus I did this which is completely new in the context

of Nepal. To support my study, I have reviewed related researches carried out in Nepal.

Dhami (2014) conducted a research on “Strategies Used for Development Speaking Skills: A Case of M .Ed. Students”. The objectives of his study were to find out strategies employed for developing speaking skills by M .Ed. students and to find out the problems that are faced while developing speaking skill. The data were collected from the forty five students of M .Ed. second year majoring in English. The respondents were selected from the three different campuses in Kathmandu district. Fifteen respondents were selected from the each of the campus using quota- random sampling procedure. The data were collected through survey questionnaire. The strategies were found being used in developing speaking skills: involving discussion, continuous- us practice in speaking, using as means of communication, watching English movies, use of authentic materials, developing positive attitudes and so on.

Baktash and Chalak (2015) conducted a survey research on “An Investigation on Iranian University Students’ Reluctant to participate in EFL Classroom”. The main objective of this study was to find out the factors contributing to the students’ non participation in Iranian University EFL classrooms. The study was conducted as Islamic Azad University, Istahan (Khorasgan) Branch, and Isfahan, Iran. The participants in this study were 87 Iranian under graduate EFL students, majoring in English translation. The questionnaire and semi-structured interview were the tools for data collection. The research findings showed that different factors influence students’ reluctance to respond to the instructor evaluation, lack ofr confidence, and low English proficiency. Moreover, EFL students employed different strategies such as writing and say what they have written to participate in oral activities.

Timalsiana (2005) conducted survey research on, “A study on students ability of communicative skills in English” aiming to determining the students ability to communicate orally in English and to compare the achievement of the

students in terms of different variables. The study was based on the primary and secondary sources of data, 90 students of Kathmandu, Lalitpur and Bhaktapur district were selected randomly. From this study he find out that syllabus of compulsory English of secondary level was communication English, student performance was not satisfactory. There were no any significant differences between male and female students skill in communicating in English.

Similarly, Karki (2010) carried out an action research on ‘Use of language games in teaching speaking skill’. The objective of the study was to find out the effectiveness of language games in teaching speaking skill. The researcher used both primary and secondary sources of data collection. Students of grade nine from Shree Saraswati Secondary School of Sunsari district were selected using non-random judgmental sampling procedure for teaching and testing purposes as the sample of research. The researcher included thirty-four students of the selected class. He used pre-test, two progressive tests and post- test in order to elicit the required data. After conducting that research, he found the result that the language games are better in teaching to develop the speaking skill.

Similarly, Pandey (2007) carried out a research entitled ‘Teaching of speaking at the secondary level analysis of classroom activities used for teaching speaking and practical constraints in conducting speaking activities used for teaching speaking and practical constraints in conducting speaking activities. This research study was done using both primary and secondary sources of data. For primary data, she observed classes of secondary level teachers with a prepared checklist and distributed them a set of questionnaire as well. After the study and analysis, she found that group work, pair work and discussion were commonly used speaking activities and inhibition, lack of physical facility and mother tongue use are the main problems in teaching speaking.

Neupane, (2009) carried out a research on ‘problems in teaching and learning speaking skills’ to find out the problems in teaching and learning speaking skills in secondary level of Nuwakot district. In order to fulfill the objectives, two type of tools questionnaires and observation forms were prepare the questionnaire was distributed to thirty teachers of fifteen schools of Nuwakot and fifteen classes were observed to find out the problems and causes of those problems. He selected teachers through non-random sampling procedure. He found that lack of physical facilities, and proper teaching materials in teaching speaking, students’ poor English background, and not giving focus on speaking test in the exam, etc. Were the major problems in teaching speaking skill in secondary level?

Likewise, Sunar (2016) carried out a research entitled challenges testing speaking ability of grade ten students’. The main objective his study was to find out the challenges faced by the English teachers while testing speaking ability of grade ten students. The population consisted of forty English teachers of Bajhang district. The sample population consisted of forty English teachers of twenty schools who were selected using random sampling procedures. He used questionnaire as a tool for data collection. His finding showed that a majority the teachers were found conduct speaking in the classroom. Among them, nearly 60 percent of the teachers trained the testing of speaking ability.

Lakhandri (2014) carried out a research entitled “Affecting Factors to Students’ Participation in Learning English”. The main objective of his study was to find out the affecting factors to students’ participation in learning English. Forty students and 4 secondary Level English teachers of four different government schools of Morang district were the sample of the study. They were selected using purposive non-random sampling procedure. To meet the specified objectives of his study, questionnaire and observation checklist were used to collect the data. He analyzed the data obtained from the research tools by statistically and descriptively using graphic presentation, such as tables and graph. The findings of his study showed that the influential factors such as

family background, economic status, educational background, cultural factors, teachers' and students' activities in the classroom directly affect students' participation in learning English.

Prasia (2014) conducted a research on "Strategies Used in Teaching Speaking". The main purpose of the study was to find out the extent to which secondary level English teachers use different teaching strategies as suggested by Kayi, (2006). Ten secondary level English teachers of Kathmandu district were selected through purposive non-random sampling procedure. Among them five secondary schools were public and five were private. One teacher from each school purposively. She used observation checklist as the tool for data collection. The findings of her study showed that out of 13 strategies of Kayi, (2006), only nine of them were found being used in the schools and majority (i.e.60%) of the teachers were found not using strategies well.

Paudel (2011) conducted a research on "Speaking Proficiency of the Secondary Level Students". The objective of the study was to find out the speaking proficiency of the secondary level students. He used both primary and secondary sources of data to meet the objectives. The primary sources of data were the students of private and public schools. This research was survey research and the study was limited to Kathmandu district. Simple random sampling was used to select the students. The main tool for the data collection was questionnaire; the researcher asked two questions to each student. The questions were same for both private and public schools. Each performance was measure full mark 25. According to the performance of the students, the researcher collected the data and compare those collected data with public and private schools separately. He found that the proficiency of the students in speaking of private schools was better than the proficiency level of public school.

All of the previous studies have intensively talked only about the challenges faced by EFL students in developing their speaking skills at both national and

international levels, but no any researches have talked intensively on the performance of EFL Students neither at national level nor at international level. So , I wish to explore reasons behind why the students performance is very low in this study and also wish to find out the speaking performance or ability of the secondary level students. That's why my research study is different from pervious research work.

2.3 Implications of the Review for the Study

A meaningful and valid research needs the hard effort from the side of the researcher. He/she needs to make a constant review of related literature which is the central and most important task for research problem. It determines the quality of the research provides theoretical knowledge and helps to improve the methodology and contextualize the things. The researcher has gone through various theoretical and empirical literature reviews. The researcher carried out in context of Nepal about student English language participation, problems and speaking skills. It made me informed about the several problems, affecting factors related to teaching speaking skills.

After reviewing these works, the researcher has got lots of ideas to frame the topic. In order to conduct research they have used survey research design and I have also followed the same design. From these research works, researcher got ideas on process of survey, sampling, procedure, data analysis and interpretation and development of data collection tools.

The researcher reviewed the study of Timalisina (2005) Students' Ability of Communicative Skills in English which helped me develop the general theoretical knowledge in speaking skill. Pandey (2007) conducted a research on 'Teaching of Speaking at the Secondary Level Analysis of Classroom Activities' which helped me to be familiar with the problems in testing speaking skill. Similar, Neupane's (2009) study also helped me to be familiar with teaching speaking problems. Likewise, Sunar (2016) conducted a research

on ‘ ChallengesTesting Speaking Ability of Grade Ten Students’ Which also helped me to be familiar with the challenges in testing speaking skill. Prasai, (2014) conducted a research on ‘Strategies Used in Teaching Speaking’ and Dhani, (2014) studied on ‘Strategies Used for Developing Speaking Skills: A case of M .Ed. Students’. Both of these researches are beneficial for my study in terms of providing some effective pedagogical implications. Similarly, Lakhandri’s (2014) study helped me develop the relevant research tools for data collection. Likewise, Baktash and Chalak (2015) helped me study to frame the research topic and to gain theoretical knowledge too.

2.4 Conceptual Framework

Conceptual framework is the representation of the theories by the researchers and their own conceptualization of the relationship between different variables. This is based on the theoretical and empirical literature review, I have developed the following conceptual framework.

CHAPTER THREE

METHODS AND PROCEDURE OF THE STUDY

The following methodologies were adopted to fulfill the objectives

3.1 Design and Methods of the Study

Survey research is one of the most commonly used designs in the field of education and the social sciences. It is a type of research which tries to study both large and small population. We can use survey research design to get factual information regarding various subjects. It is non-manipulative study in the sense that the researcher does not control the situation. According to Nunan (1992, p.140), the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. So, survey research focus on collect the data only at a single point of time aiming to obtain on overview of a phenomenon, event, issue or situation which is called as cross sectional study. In this research as the situation is not control of researchers. The findings are fair and unbiased.

Survey research is conducted in a systematic procedure one after another. Regarding the procedure of data collection in survey research design, Nunan (1992, p.141) suggests some stepwise procedure of survey research and they are:

- | | | |
|-------------------------------------|---|---|
| Step 1: Define objectives |) | What do we want to find out? |
| Step 2: Identify target population |) | How do we want to know about? |
| Step 3: Literature review |) | What have others said/ discovered about the issues? |
| Step 4: Determine sample |) | How many subjects should we survey and how we will identify this? |
| Step 5: Identify survey instruments |) | How will the data be collected: |

	Questionnaire/ Interview?
Step 6: Design survey procedure) How will the data actually be carried out?
Step 7: identifying analytical procedure) How will the data be assembled and analyzed?
Step 8: Determine reporting procedure) How will results be written up and presented?

By critically analyzing the definitions of survey research design, some of the bold features of it can be listed as below:

-) Survey research has wider and inclusive coverage.
-) It is a cross-sectional study i.e. the data is collected only one time from the multiple respondents.
-) Structured and piloted tools are used for data collection procedure.
-) It is mostly used traditional approach in social and educational science.
-) Triangulation approach is used to compare the findings.
-) It provides descriptive, inferential, and exploratory information.

Survey research is one of the most important research methods used in educational investigation. The study was descriptive and quantitative in nature that was used to analyze and interpret the data. It is simply conducted to find out the targeted individual and groups' opinion, attitude and students behavior. The present study is about Secondary Level Students' performance and challenges in speaking skill. For this study, questionnaire and pictures were used as the main tool for data collection. Moreover, purposive non-random sampling procedure will be used to sample the population of the study.

3.2 Sampling Strategy and Population Sample

The population of the study was all the students of Wagla Higher Secondary School, Wagla-2, Gulmi. The sample of the study was forty English Language

students of class 9 from same school. The researcher was used random purposive sample procedure to select the sample.

3.3 Research Tools

The major tools for data elicitation was set of questionnaire. This tool was supposed to be effective, appropriate and flexible for the population for the study and useful for the researcher as well to meet the objective of the study.

3.4 Sources of Data (Primary and Secondary)

The researcher was used both primary and secondary sources for data collection. The primary data was collected from the articles and previous researches.

The primary sources of data was the 40 students of Shree Wagla Higher Secondary School, Wagla, Gulmi.

Secondary sources of data was both printed and online sources including Books, Journals, Articles and so on.

3.5 Data Collection Procedure

First of all, I fixed the schedule of data collection procedure and then visit the study area (Shree Wagla Higher Secondary School, Wagla-2, Gulmi) and seek permission from the authority to study the teachers and students of the same school. After getting the consent from the authority, I established the good rapport with the concerned teachers and students and explain them about the purpose of my research study. Finally I collected the questionnaire and thank the informants for their help and kind co-operation.

3.6 Data Analysis Procedure

The collected data from the set of questionnaire was analyzed and interpreted and presented descriptively with the help of mean, median, tables, charts etc.

3.7 Ethical Considerations

While collecting the data and after the completion of the study, the ethical considerations were highly kept in mind which is essential in research works. My research study was for academic purpose, thus the finding and data was not misused. Before collecting the data, I took informed consent my respondents. I clarified my purpose and built the rapport with them. The data was protected and there was no risk of experimentation and data manipulation.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the collected data obtained from secondary level students of public school. The test scores were compared and analyzed descriptively and statically. The quantitative data were collected through questionnaire and has been interpreted on the basis of the objectives of this study. The details of analysis and interpretation are given in the following section.

4.1 Analysis of Data and Interpretation of Results

In order to collect the data and derived the findings regarding speaking performance of public students, I developed test items related to speaking activities including picture and oral questions as well. Forty secondary level students from public school were selected and the test items were administered to them. On the basis of information obtained the results have been derived. The information obtained from questionnaire was analyzed descriptively with the help of tables under the following tables:

4.1.1 Holistic Analysis of Speaking Performance

In order to find out speaking performance of students, I took the speaking test in which pictures and questions were used as test items. Each response was marked by observing four different language items as vocabulary, grammar, content and pronunciation. Each response of student was analyzed by marking them with the full marks of 100 for each language item. The test score of students have been presented in holistic with the help of table below:

Table 1

Holistic Analysis of Speaking Performance

S.N	Item	Average
1	vocabulary	37.02
2	Grammar	36.04
3	Content	55.25
4	pronunciation	34.37

Table one shows the average score achieved by all the students in four different language items. Their average score in vocabulary was 37.02. Similarly, their average score in grammar was 36.04. On the other hand, their average score in content 55.25. Likewise, their average score in pronunciation was 34.37. As seen, pronunciation and grammar were the weak points for the students as they achieved the lowest average of 34.37 and 36.04 respectively. After the test, it was found that the students were strong in content. So, it was found that most of the English language learners were weak in grammar and pronunciation but they were able to express themselves in given contexts or situations.

The use of vocabulary of students from that school was poor. They did not have a wide range of vocabulary. There was wrong use of vocabulary as well. It was found that only few active vocabularies were known to them. There was very less use of conjunctions, phrasal verbs, phrase and even the use of parts of speech like adjectives, adverbs, pronoun, etc. was not proper. Due to the lack of vocabulary exposure they were limited in expression.

Students had difficulties in proper use of demonstrative pronouns as well. They were mixing present, past and future tense in same type of sentences or same in language environment. They were found using wrong subject-verb agreement as well. They seemed to have lack of exposure towards the proper use of singular and plural subjects and their verb agreement.

From the observation of their test scores, I have found that the students faced problems in pronouncing some of the words while describing the pictures or answering the questions. The major issue was lack of English speakers to interact with. Another problem was the use of students mother tongue in the classroom. Due to that they often hesitated to speak English language.

4.1.2 Item Wise Analysis

I have categorized the students performance in five points rank scale for gradation. In which Grading of Students Scores, Grade A represents the students who had 80% or more marks, grade B has the students scoring 60% to 79% of marks. Similarly, grade C covers the students scoring 40 to 59% of marks, whereas Grade D boundary starts with 20% and ends with 39% and Grade E covers the students scoring 0 to 19% of marks. Here is the table below to describe the grading points rank scale. I used following table while grading the students in terms of performance scores.

Table 2

Grading of Students Scores in Speaking

Percentage	Grade
80-100	A (excellent)
60-79	B (Good)
40-59	C (Average)
20-39	D (Below Average)
0-19	E (Poor)

By using the above points rank scale, all the students have been categorized into different grade in the intention of finding out their mean scores and percentages. Their speaking performance was analysed by categorizing the language into four items namely vocabulary, grammar, content and pronunciation.

4.1.2.1 Performance in Vocabulary

The students were provided with pictures and questions and their responses were recorded. After marking their responses they were graded in different levels. The table below describes the performance of students (public school) in vocabulary.

Table 3

Performance in Vocabulary

Total no. of students	Grade	Students percentage	Mean score
-	A	-	-
7	B	17.5	66.57
10	C	25	50.8
15	D	37.5	26.53
8	E	20	13.63
Total= 40	-	%= 100	

Table 3 shows that the marks of the students in vocabulary item of language. None of the students scored 80 or more marks in vocabulary. Total of 7 students (17.5) got grade B with the mean score of 66.57. Similarly, 10 students (25) graded C having the mean score of 50.8. In grade D, total 15 students (37.5) were kept with the mean score of 26.53. On the other hand, 20% of the students (8 in total) got grade E with the mean score of 13.63.

There was no inclusion of phrasal verbs or link-ups. Simple sentences by using some active vocabulary were used. The use of vocabulary of students was very poor. They didn't have a wide range of vocabulary. Repetition of some of the words were found while interviewing and describing the pictures. Only few active vocabularies were known to them. Due to the lack of vocabulary exposure, they were limited in their expression.

4.1.2.2 Performance in Grammar

The students were presented with different test items to find out their speaking ability. Their speaking ability was further divided into different sections of English sections of English language, under which their grammar proficiency level was mentioned below in the table.

Table 4
Scores in Grammar

Total no. of students	Grade	Students percentage	Mean score
-	A	-	-
8	B	20	63.25
10	C	25	48.8
10	D	25	26.8
12	E	30	15.33
total=40	-	%=100	

After marking the responses of students of public schools, it was found that many of them had average or poor proficiency level in grammar items of English language. None of them were able to get grade A. Only 20% of them 8 students got grade B with the mean score of 63.25. Total 10 of them (25%) got grade C with the mean score of 48.8. Similarly, total 10 of them (25%) got grade D with the mean score 26.8. Likewise, maximum of 30% of them (12 students) got grade E with the mean score of 15.33.

The use of modal verbs, auxiliary verbs or wh words was also not grammatically correct. There were errors of the structures on sentences as well. The students had produced following types of grammatical errors.

e.g. One car hit another car and another car hit a bike then bike is get and accident. One person die. In this case, when we drive vechile we have to be careful. Careless is very harmful for us. We have to flow traffics rules always.

If we do not follow traffic rules. We will get an accident. If one person does do carelessly. Its effect for other person. so that we always to be careful.

They were mixed present, past and future tense in same types of sentences or in same language environment. They were found using wrong subject-verb-agreement as well. They seemed to have lack of exposure towards the proper use of singular and plural subjects and their verb agreement.

4.1.2.3 Performance in Content

The respondents were given different pictures to speak about. After their performance, marks were provided as per their ability to deal with the content. The 40 students of that school got following marks and grade in content.

Table 5

Scores in Content

Total no. of Students	Grade	Students Percentage	Mean Score
9	A	22.5	82.22
10	B	25	67.5
13	C	32.5	42.85
8	D	20	30.63
-	E	-	-
Total=40	-	%=100	

Table 5 shows that the language item in which many of the students perform well and achieved high marks and grade. Nine out of 40 (22.5%) graded A with the mean score of 82.22. Likewise, with the mean score of 67.5, 10 of them (25%) were graded B. 13 to be exact got grade C with the mean score of 42.85 (32.5%). On the other hand, 20% of them got grade D with the mean score of 30.63 while none of them 40 students got grade E.

One of the students spoke in following ways when she was asked to give direction to a stranger.

At first I will tell her go straight until you met the main road. Then take right and walk. After you cross the bridge take left and go straight on the main road. After some time you will see the bank on your right and a small road beside the bank. Then go through the small road and you will see the hospital.

This example shows that contents were the only items in which the students of public schools performed well. They expressed their feelings well in given contents. Most of the students were able to make a sentences on given situations, although, they were not grammatically correct. Due to the grammatical errors, their responses were misleading as well. In this study, I found that most of the students were good at contents.

4.1.2.4 Performance in Pronunciation

The students were presented with different test items to find out their pronunciation abilities. The table below describes the performance of students in pronunciation.

Table 6

Scores in Pronunciation

Total no. of students	Grade	Students Percentage	Mean score
-	A	-	-
6	B	15	65.33
11	C	27.5	46.90
14	D	35	24.42
9	E	22.5	13.88
total= 40		%=100	

Table 6 showed the marks of the students in pronunciation item of language. None of them were able to get Grade A. Only 15% of them (6 students) got grade B with the mean score of 65.33. Total 11 of them (27.5%) got grade C with the mean score of 46.90. Similarly, 14 students got grade D (35%) with mean score of 24.42. On the other hand, 22.5% of the students (9 in total) got grade E with the mean score of 13.88.

I found that most of the students could not pronounce the words correctly. They faced difficulties pronouncing the words that are not often used frequently. Some factors affecting the learners' pronunciation might be mother tongue use, exposure, motivation and concern for good pronunciation.

4.2 Challenges Related to the Students Speaking Performance

This section is concerned with the challenges related with the students while interviewing and describing the pictures. The above table shows that out of 40 observed grade IX English students faced the hesitation and anxiety to speak. In those classes, I observed students felt shy, had low confidence and afraid of making mistakes while speaking. Similarly, I found students spoke slowly and took long time to compose utterances. In those classes, I observed students were afraid of committing mistakes, lacking vocabulary and creativity as well as poor in logical thinking.

Likewise, I found students were poor in basis knowledge of English. In those classes, I observed students were poor in fundamental concepts of English language and had rare vocabulary knowledge. In the same way, I found students had problems in interacting with the teachers. I found poor interaction among teacher and students and students had poor responses to the teachers' queries. Similarly, in observed classes, I found students had problems of interacting among students. In those classes, I found rare interaction among students and students, lack of students' interest towards it and teachers also did not providing sufficient such type of environment for it. Likewise, in 80%

observed classes, I found students had low and rare participation in conversation. In those classes, I found students' negligence and low motivation and students' anxiety of committing mistakes while speaking. In the same way, I found students had poor grammar and pronunciation.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the conclusions drawn on the basis of findings of the study from the close analysis of the collected data and its recommendations on the different levels.

5.1 Findings

This thesis entitled secondary level students performance in speaking English was done to find out the speaking performance of the students in public school.

In order to meet the objectives of the research, all together 40 students of Gulmi district were selected by using purposive non-random sampling procedure. The data was collected by test items developed on the basis of speaking task.

After the analysis and interpretation of the information accumulated through test items, some of the major findings related to students performance in speaking skill are listed below.

-) It was found that the students were relatively poor in vocabulary because, they produced many incorrect sentences. They scored 37.02 out of 100.
-) They did not have a wide range of vocabulary and there was wrong use of vocabulary.
-) Only active vocabularies were known to them and there was repetition of some of the words.
-) Grammar was the weak point with the average score of 36.04.
-) Most of the students were weak in proper use of tense in their utterances.

-) They were found mixing different tenses on same speaking environment.
-) The respondents were good on contents. Most of them were able to express themselves on given contents even though sometimes they were misleading.
-) The students scored the most in contents with the total of 2210 with the average score of 55.25.
-) The students scored the least in pronunciation with the total of 1375 with the average score of 34.37.
-) Most of the students were not able to pronounce the words correctly.

5.1.1 Findings Related to the Challenges in Speaking Skill

Some of the findings related to the challenges in speaking skill are mentioned below:

-) Students' hesitation and anxiety to speak.
-) Students speak slowly and take long time to compose utterances.
-) Afraid of mistake and have low confidence.
-) Lack of vocabulary and creativity.
-) Use of mother tongue and less exposure of English.
-) Rare interaction among teacher and students.
-) Students' negligence and low motivation.
-) Poor grammar and pronunciation.

5.2 Conclusion

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or express ones thought and feeling in spoken language. Speaking skill allows the speaker to convey his/her message thoughtfully and in convincing manner. Speaking performance refers to the process where the

person presents while speaking whatever she\he has acquired at competence level.

My focus in this study was to find out the students performance and challenges in speaking skill in terms of vocabulary, grammar, contents and pronunciation. To attain the objectives, I selected 40 students from the public schools. The students were very good at contents; they were not so good at grammar and they were also not able to pronounce many of the words correctly.

It is seen that the performance of the students were not so good in many aspects of English. So, it is very important to focus on all aspects of language equally to get a complete mastery over it. Even though the prime focus of my research study was on speaking performance of students, it also gives an account for the comparison of different aspects of language.

In addition to this, my study tried to find out the level of students in terms of their vocabulary, grammar, contents and pronunciation. It can be said that environment and exposure of language plays vital role in development of different skills of language. So, to see the rapid progress in developing language skills, we have to create good atmosphere for learning and provide enough exposure to the learners. The findings of this study can serve as basis for future research in many similar types of topics.

5.3 Recommendations

Being based on the finding and conclusions of the study, some points for recommendations have been made to be applicable in different areas related to speaking. For the conveniences of presentation; they have been submitted in to the following three levels:

5.3.1 Policy Related

In this section, the things that are implemented at this level can change the entire educational system. It was found that grammar and pronunciation was

poor in public schools students. So, the public schools should offer tuition classes or additional classes for English in vacation time to develop the grammatical knowledge of the students. Likewise, the public school also should offer good, trained and capable teachers to develop grammatical knowledge of the students. The following recommendations have been made from this study.

-) From the study, it has been found that there has been a wide gap between students' performance on using the grammar correctly than it is expected. It means that the practice of using second language grammar is not proper to those students who are familiar to be. So, it can be recommended that policy makers should verify its policy regarding secondary level of curriculum.
-) Students used incorrect and deviated sentences due to little opportunity to speak in target language. So, policy makers should revise the curriculum of English by adding several speaking development activities.
-) From this study, it has been found that there are no sufficient communicative activities in textbook of grade 9. Communicative activities should be added in English text book of grade 9 for providing enough exposure of practice.
-) It is seen that most of the English teachers are not using modern research based and recommended teaching methods in the classrooms. To overcome this problems, policy makers should update the teachers by organizing different teachers training programs on regular basis.
-) Different kind of activities alike group discussions, role play, stories telling and drama should be included in English syllabus of grade 9. Including such activities will benefit the students to develop speaking skill and which ultimately pushes them to use appropriate language in appropriate situation.

5.3.2 Practice Related

Classroom is the real field to practice speaking skill and to develop fluency and confidence of the students. The following recommendations are:

-) This study showed that the students of public schools were very poor in the grammar and pronunciation. Thus, teachers should provide enough input regarding tenses, prepositions, subject verb agreement to the students and maximum time for student talk should be provided.
-) Focus on pronunciation should be given in the ELT classes of public schools in remote area also.
-) The skills of persuading, informing and entertaining the listeners should be developed among the students of public schools.
-) The instructions in ELT classes should be provided in target language as much as possible.

5.3.3 Further Research Related

Scholars who are interested to explore more on the area have been given the following recommendations for carrying out further research in the respective area as:

-) This research is a survey research. I collected data regarding the speaking skill of public schools' students. For more intensive study, case study and experimental studies can be conducted on speaking skill of public schools.
-) This study can be beneficial to carry out research on the aspects of speaking performance which have not explored yet. Some of the areas of study are challenges in speaking skill in ELT classes, Effectiveness of vocabulary, grammar, pronunciation and contents to develop speaking performance.

) This study covers data from only 40 secondary level students of public school of Gulmi district regarding speaking performance. It means that this study is limited in its scope and purpose. So, it may not be generalized in all contexts. Others researchers having wide scopes can be conducted.

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APPENDICES

APPENDIX I

This questionnaire is a research tool for my thesis writing entitled “Secondary Level Students’ Performance and Challenges in Speaking Skill”. This research is being carried out under the supervision of Mr. Khem Raj Joshi, Teaching Assistant, Department of English Education, T.U. Your cooperation in completing the questionnaire will be of great value to me. I am only interested in your personal opinions. Please feel free to put your responses required by the questionnaire. I will appreciate your honest opinions and assure you that your response will be keep completely anonymous.

Researcher

Renu Bhandari

M.Ed. Fourth Semester, Thesis Year

T.U., Kirtipur, Kathmandu

APPENDIX II

FM: 100

PM:35

Test item

Time: 1 hr

Name of the school.....

Student's name:

Roll no:.....

Class: Nine

(Attempt all the questions)

1. Briefly introduce yourself.

My name is Mamata B.K. I am 14 years old. I read in class 9. I am a student. i live in Wami Kaulot.

2. Can you tell me about your hobbies?

My hobbies is to dance. Dance is very important for us. Because, it is our body is fit and fine.

3. Look at given picture and describe in the past tense in ten sentences?

i. One car hit another car and annother car hit a bike then bike is get and accient. One person die. In this case, when we drive vechile we have to be careful. Careless is very harmful for us. We have to flow traffics rules always.

ii. If we doesnot fow traffic rules. We get an accident. If one person does do careless. Its effect for other person. so that we always to be careful.

4. Which subject is very difficult for you to understand? Can you give some reason behind it?

Math is very difficult for me. Because, it is very difficult to understand to me. in math formula are difficult to read.

5. Tell me about most unforgettable incident in your life?

In my life, there are many incident, one of them is very important and unforgettable. I have one sister. I like her so much, one day she is suffering from fever after two weeks she is ultimately death because of sickness. I can't forget her, it is my unforgettable moment.

6. Create a dialogue between you and your friend about the latest movie that you have watched recently?

Mamata Do you watch any movie that you have watched recently?

Rabina Yes. I watched.

Mamata Which movie you watched

Rabina I watch himmat movie.

Mamata What types of movie.

Rabina In this movie, there was two sister. They live together. One day they become far from each other. One sister live with their family and other live with poor family. One day a man try to kill small Sister. Big Sister saw that the sister fall down on water then big sister bring a rop and she band that rop in her leg and on a pool and she also fallon the river and she catch her sister in pool. Their was a people and they help to sister they came in a pool and they safe now. they live in happy family.

Mamata Oh! it was very nice movie.

Rabina I also like that movie.

7. Suppose, you meet a stranger on the way he asked you about the way to go to the hospital. I such a situation, How would you instruct direct him/her to go to the hospital, express in 5 exponents.

If I meet a stranger on the way. He asked me the way to go to the hospital. I say him first you go state then you turn left and again you go state on the right side you saw hospital on the right side you saw hospital on the right. If you dont was you call me. Cell nmbr. 9804572629.

8. Tell me in short about your future plan?

I am Mamata BK. I am a student of class 9. In my future I want to be a doctor. I want to help poor people.

9. Tell me about your favourite Teacher. Why do you like him/her?

My favorite teacher is Kamala Sapkota. I like her so much. She teaches us very nice. She loves us also. She is polite, her voice is so sweet.

10. Now, briefly tell me about your family?

I am Mamata B.K. I 8 family. my grand father name is prem Bahadur B.K. My grandmother name is Sita B.K. and father name is Gopal B.K. My sister name is Rabina and I have two brother their name is Rahul andd Rozin. Our family is happy family.

Time: 1 hr

Name of the school.....

Student's name:

Roll no:.....

Class: Nine

(Attempt all the questions)

1. Briefly introduce yourself.

My name is Bikash Sapkota. I read in Shree wagla higer Secondary School in grade9. I live in Musikot Municipality 8 Gulmi.

2. Can you tell me about your hobbies?

I like to read book related to science, collect old money and play games.

3. Look at given picture and describe in the past tense in ten sentences?

I think in the given picture. People were going to picnic. The vehical in which they were travelling was suddenly crashed with bus and two people were death in the spot and 2 were injured and they were taken to hospital.

4. Which subject is very difficult for you to understand? Can you give some reason behind it?

English subject is difficult for me to understand because I read in Nepali medium school and also it is difficult for understand.

5. Tell me about most unforgettable incident in your life?

The most unforgettable incident in my life is that I have fallen from bike when my father is driving.

6. Create a dialogue between you and your friend about the latest movie that you have watched recently?

Me: hello. Friend, how are you?

Ram: Hi. I am fine and what about you?

Me: I am also fine, did you look latest movie Aama?

Ram: Yes I have looked. It is so emotional movie about the relation between parents and sons. Where son is in other countries?

Me: Yes it is so emotional movie.

7. Suppose, you meet a stranger on the way he asked you about the way to go to the hospital. In such a situation, How would you instruct direct him/her to go to the hospital, express in 5 exponents.

When I met any stranger on the way I will instructed him as given below

- 1) First of all take a bus from Ratnapark which goes to teaching hospital.
- 2) Tell the driver to stop in teaching hospital.
- 3) Bus will stop 5 minute above from hospital.
- 4) Cross the road.
- 5) Move five minute and you will see hospital in your left.

8. Tell me in short about your future plan?

There is no any fixed plan for future yet.

9. Tell me about your favourite Teacher. Why do you like him/her?

My favourite teacher is Mukti ram aryal because he teaches very fluntly and slowly

10. Now, briefly tell me about your family?

There are 12 member in my family. My parant name is Gyanhari sapkota and Kamala sapkota. My sister name is shikshya sapkota and brother is bidhan sapkata.

Time: 1 hr

Name of the school.....

Student's name:

Roll no:.....

Class: Nine

(Attempt all the questions)

1. Briefly introduce yourself.

My name is Usha Bhandari. I live in Dhurkot-06, Wagla, Gulmi. I read in class 9 in Shree Wagla Higher Secondary School.

2. Can you tell me about your hobbies?

I really like watching tv and listening songs. I'm a outgoing person sand like to spend time with any family and friends. I enjoy being physically active.

3. Look at given picture and describe in the past tense in ten sentences?

A man bought a new car. He was very happy. He drived the car without learning to drive properly. He lost control over the car. He met an accident with another car. People got injured. He died. Ambulance and police was called. Injured people were taken to hospital the man died of his own mistake.

4. Which subject is very difficult for you to understand? Can you give some reason behind it?

I find maths very difficult to understand because it takes time maths can also become boring because, its often theoretically and it does not relate to our everyday experience.

5. Tell me about most unforgettable incident in your life?

The most unforgettable incident in my life is when I met an accident and broke my left hand. During the evening time, I was riding my bicycle and suddenly a scooter hit me from behind. I fell down and broke my hand.

6. Create a dialogue between you and your friend about the latest movie that you have watched recently?

Usha: Hi Tilak

Tilak: Hi Usha, I've watched the movie which you suggested me.

Usha: You mean Chakka Panja 3. Did you enjoy it?

Tilak: Yes, I did. The Movie was very funny.

Usha: Not only funny but it is also informative.

Tilak: Yes, of course, it shows the existing conditions of the government schools that should be improved.

Usha: Well, it's a complete package of entertainment.

Tilak: I agree. Okay, I have to go now by.

7. Suppose, you meet a stranger on the way he asked you about the way to go to the hospital. In such a situation, How would you instruct direct him/her to go to the hospital, express in 5 exponents.

Go straight until you meet the main road. Then take right and walk.

After you cross the bridge take left and walk straight on the main road.

After some time you will see a bank on your right and a small road beside the bank go through the small road and you will reach the hospital.

8. Tell me in short about your future plan?

My ultimate goal is to be a teacher. So, I will get graduation from the university. I'll always try my best. In order to achieve my dream and goal. I hope to make my family proud and prove myself.

9. Tell me about your favourite Teacher. Why do you like him/her?

My science teacher is my favourite teacher. His name is Dadhiram Sapkota. I like him because he teaches in easy way to understand. He treats every students equally.

10. Now, briefly tell me about your family?

My family is a small family. There is six members in my family. They are my father, mother, 2 sister, a brother and me.