

CHAPTER ONE

INTRODUCTION

This is the introduction chapter of the study. So, this section consists of background of the study, statement of the problem, objective of the study, research question and significance of the study, delimitations of the study and operational definitions of the key terms under separate heading.

1.1 Background of the Study

Learning is the process of acquiring new knowledge or it is modifying existing knowledge, behaviours, skills, values or preferences through study or experiences. Learning English as a second language has become an interest of students, teachers and educators (Crystal, 2010). English is one of the most important foreign languages in Nepal but most of the students face obstacles in learning it. Everyone has tried to reduce the obstacles and difficulties in learning English. But unfortunately, only a few people are able to reduce those problems.

There are many reasons behind the students' interest in learning English as a foreign language. They learn it for various purposes such as academic purpose, economic purpose, getting knowledge, official purpose, personal purpose, social purpose and so on. Some students learn a language easily but most of the students learn language very slowly. There are various factors which affecting learning a language for example: age, teaching strategies, student personality and motivation. These factors affect to the people for success or the failure of second language learning. According to Ellis (1985), "There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, personality and motivation." Among them, motivation is important factor which greatly influences someone in the process of his/her second language learning.

Motivation is an inner drive, impulse, emotion or inner desire that leads one to a particular action to initiate new learning. It affects any kind of activity that

learner has to do in learning. In the words of Harmer (1991, p. 98) "Motivation is some kind of internal drive which pushes someone to do thing in order to achieve something". Motivation is psychological factor. Motivation plays pivotal role in the process of learning. It is the internal feeling that arises from the desires and need of an individual. It is the continuous process of needs and satisfaction that stimulates individual to perform. It is the process to inspire an individual to utilize his/ her best capabilities for the achievement of particular goal.

Speaking skill can be defined as the process of sharing information between speaker and listener in any circumstances. Teaching speaking is highly complex activities in EFL classroom. The focus of teaching speaking is to improve the oral production of the students but speaking remains the most difficult skill to master for the majority of English learners. Rabab'ah (2005) pointed out many factors that cause difficulties in speaking English among EFL learners. Some of those factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment. Most of the students have faced the problem of the speaking in EFL classroom caused by low motivation towards the use of English. The lack of motivation creates problem that affects both students' performance and academic achievement in class. In this condition, English teachers have responsibility to improve students' speaking skill. The teachers' have used good teaching method in order to solve the problems faced by the students in learning English. The teachers also need to use appropriate techniques in teaching speaking to make the students capable of being active and creative in the learning process in the classroom. So, many English teachers realize that the best strategy for motivating the students to communicate in English is by changing the situation in the class, by create an interesting and motivating environment, the students are expected to be immersed in the activities given by the teachers.

Thus, motivational strategies are helpful and fruitful for successful teaching and learning of English language. It is therefore, a major responsibility for the

teacher to use different motivational strategies and activities in developing students' English proficiency.

1.2 Statement of the Problem

Most of the students who are from non-English background might have been suffering from different issues and problems. In the context of Nepal, English language has been teaching and learning as a foreign language and students and teachers of English are still facing problem as well. Motivating students in learning a language might be a problem to many English teachers. Learners have to develop four language skills and related aspects in learning. Out of them speaking is the most basic one. If we look at students' speaking in class, we find some problems on them. In my own experience, most of the students have faced the problem of the speaking in EFL classroom. They have faced the challenges or problems such as inhibition, nothing to say, mother tongue use, low motivation and low participation towards the use of English. These problems lead to poor result in their English academic performance.

Developing learners' oral proficiency requires mainly overcoming these obstacles. If teachers have to provide learners with strategy to increase those opportunities of language use that motivate learners' to produce more language. There are so many motivational strategies that teachers can use inside their classrooms to provide learners with extensive oral production and communication.

Most of the researchers have carried out research on student's motivation, motivational strategies and so on but no one has carried out research on role of motivational strategies in developing speaking skill. So, I have studied on role of motivational strategies in developing students' speaking skill. I aimed to find out the role of motivational strategies in develop students' speaking skill.

1.3 Objective of the Study

The objectives of this study were as follows:

- a) To explore the roles of motivational strategies as role-play, picture describing and presentation in developing students speaking skill, and
- b) To suggest some pedagogical implications.

1.4 Research Questions

This study focused to find out the answers of the following research questions.

- i. Is it effective to use motivational strategies for developing students' speaking skill?
- ii. How do motivational strategies contribute for the development of the speaking skill in the English language?
- iii. Do motivational strategies help students to participate in their target language?

1.5 Significance of the Study

This study explores the role of motivational strategies in developing students' speaking skill. This study specially focuses on motivational strategies for developing students' speaking skill. This study mainly contributes to the improvement of learners' poor productions in English through the proposition of motivational strategies. Similarly, from this research, all English teachers learn ways of motivating students in the classroom. The findings of the study will be beneficial for those teachers and students who are directly or indirectly involved in teaching and learning of speaking ability. This study will also be significant to the curriculum designer in the sense that it provides the information regarding the importance of motivational strategies as it is the period of communicative approach in language teaching. In the similar vein, this research study will be significant for further researcher to conduct on speaking skill.

1.6 Delimitations of the Study

This study was limited to the role of motivational strategies in developing students' speaking skill. It was an action research. Only 20 secondary level students were the sample for this study. The action was implemented through instruction and discussion. The action was taken in 24 classes. The data were collected through the tests. The sample was selected through the use of non-random purposive sampling procedure.

1.7 Operational Definition of Key Terms

The following key terms have been used in this study:

Motivation Strategies: In this study, the word 'Motivation Strategies' refers to activities/ strategies applied by the teachers that encourage the students to action towards a desire goal while teaching.

Intrinsic Motivation: In this study, the word 'Intrinsic Motivation' refers to any students' behaviour that is driven only by internal rewards.

Extrinsic motivation: In this study, the word 'Extrinsic Motivation' refers to act that comes from the external environment outside of the person (Prize, grade, money, positive feedback).

Speaking Skill: In this study, the word 'Speaking Skill' refers to the skills that give us the ability to communicate an effectively.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework of the study.

2.1 Review of Related Theoretical Literature

This section deals with different theoretical perspectives related to the study.

2.1.1 Motivation

Motivation has been widely accepted by both the teachers and students as one of the key factors that influences the rate and success of second language learning. It is directly related with behaviour. Motivation is basically concerned with the psychological aspect of learner. The learner has different degree and mood of motivation. It is commonly believed that individuals who are highly motivated will learn an L2 faster and to a greater degree and those who are less motivated will face difficulty in learning. In other word, better motivated learners learn effectively and less motivated learners learn late. Motivation is thought as an inner drive, impulse, emotion or inner desire that moves one to a particular action to initiate L2 learning. Motivation refers to the choices people make as to what experiences or goods they will approach or avoid, and the degree of effort they will exert in that respect. In this regards Brown (2001, p. 34) defines "Motivation as the degree that one would make selection about what goals to pursue and the amount of effort one would devote to the pursuit"

Motivation is vital in language learning process because it determines whether the action of foreign language acquisition is undertaken by the learner and to what extent he is ready to continue this intellectual effort motivation is the internal feeling that arises from the desires and need of an individual. It is the continuous process of needs and satisfaction that stimulates individual to

perform. It is the process to inspire an individual to utilize his/her best capabilities for achievement of particular goals. Cooker and Schmidt (1991) define it as " interest in a enthusiasm for the material used in class persistence with the learning task, as indicated by levels of attention or action for extended duration; and levels concentration and engagement". Similarly, Gardner and Lambert (1972, as cited in Ellis 1985, p117) define "motivation in terms of L2 learners overall goal or orientation and ' attitude' as the persistence shown by the learners in striving for a goal".

Similarly, Kelly (1946) states that motivation is the central factor in the effective management of the process of learning, some type of motivation must be present in all learning. To set up, motivation is the process by which goal directed behaviour is stimulate in language learning. It drives and directs behaviour. Motivation is a kind of thrust or readiness that encourages learners to learn. It is social psychological factor that leads to the path of success and achievement of goal. It is a kind of desire or inner drive to initiate learning. In this regards Harmer (1991, p.983) says “motivation is some kind of internal drives which pushes someone to do things in order to achieve something”. It creates a kind of enthusiasm and curiosity in learning which play significant role in learning.

To talk about the type of motivation, it is classified into different types by different scholars. Brown (1994, p. 170) has categorized motivation into two types, viz. intrinsic and extrinsic motivation.

Intrinsic Motivation

Intrinsic motivation refers to rewards provided by an activity itself. Ryan and Deci (2006) state that, intrinsic motivation basically has to do with something, which is inherently interesting or enjoyable. It arises from internal factors such as a student's natural feeling of curiosity; exigent, confidence and satisfaction when performing a task. People who are involved in a task because of intrinsic motivation appear to be engaged and even consumed, since they are motivated

by the activity itself and not some goal that is achieved at the end or because of the activity.

Extrinsic Motivation

Extrinsic motivation is concerned with the factors that stimulate the desire to engage in behaviour. Teachers use extrinsic motivation to stimulate learning or encourage student to perform in a particular way. It is one of the most powerful motivations. It is operative when an individual is motivated by an outcome that is external or somehow related to the activity in which she/he is engaged.

Hence, Morris and Maisto (2002) define, "Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity". This motivation arises from the use of external rewards such as prize, grade, and positive feedback towards an activity.

Thus, motivation is the key to all learning. Without motivation towards learning, it is impossible to create interest and readers in the learner. So motivation is one of the important factors in the process of teaching and learning.

2.1.2 Motivational Strategies/Activities

Motivation includes both internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Motivational strategies are techniques that promote the individual's goal-related behaviour because human behaviour is rather complex, there are many diverse ways of promoting it. In fact, almost any influence a person is exposed to might potentially affect his/her behaviour. According to Dornyei (2001), "Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect."

Motivational strategies are to instructional intervention applied by the teachers to elicit and stimulate student's motion. Various scholars published slightly different list of recommended motivational technique. Maslow (1970) claimed

that intrinsic motivation is clearly superior to extrinsic. According to his hierarchy of needs, human beings are ultimately motivated to achieve "Self-actualization" once the basic physical, safety, and community needs are met. No matter what extrinsic rewards are present or absent, we will strive for self-esteem and fulfilment. Dornyei (2001) offered a set of commandments for motivating learners, based on survey of Hungarian foreign language teachers. They are: set personal example with your own behaviour, create pleasant, relaxed atmosphere in the classroom, present the task properly, develop a good relationship with the learners, promote learner autonomy, increase the learners goal-oriented, and familiarize learners with the target language culture. These commandments focus on what the teacher can do to stimulate intrinsic motivation. Similarly, Brown (1994, p.79) offers techniques of students motivation regarding the extrinsic motivation. They are: cooperative learning activities, allowing sufficient time for learning, letting students set long term goals, group work, content centered teaching, English in the work place and rewarding innovation and creativity.

From the above discussion we come to know that there is no any single best strategies/activities for effective classroom teaching and learning. We need to employ various strategies in accordance with the classroom situation, content and interest of the student to make teaching and learning purposive and effective.

2.1.3 Role of Motivation

Motivation is a key factor for explaining the success or failure of any difficult activity. Motivation has a significant role in the process of language learning. Motivation refer to the combination of attempt plus desire to obtain the objectives of learning the language plus desirable attitudes towards learning the language. Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may occur for learner to gain effective learning. Huitt (2001) in this concern stated that paying attention to the importance of

language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation. He means to say that, teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners' to increase their motivation.

In teaching learning process with the help of motivation teacher can maintain, control and arouse interest of the learners. "Motivation is the central factor in the effective management of the process of teaching and learning"(Kelly, 1946). In education motivation is implemented in terms of what and how student learn about the subject matter. Students' learning process becomes more successful by using different motivation techniques. In the teaching-learning process, to encourage and boost up the students ambitions so that they can put more effect in their learning process. Motivation in education is the degree of self-esteem to processes and the sense of value to determine in the degree of self-esteem to process and the sense of value to determine how well the students can improve and develop their can exploit his potential.

Thus, motivation is what drives us to perform an action. Motivation plays significant role to arouse the students' interest towards the learning process.

2.1.4 Teachers' Motivation

Motivation is a kind of thrust or readiness that encourages learner to learn. Teacher's motivation naturally has to do with teachers' desire to participate in teaching process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. Teacher's motivation plays an important role in promoting a healthy teaching. Sinclair (2008, p.37) defines teacher motivation with the way teacher teaches the students. So he said that what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. Likewise, teachers' motivation refers to reasons that emanating from individuals' intrinsic value to choose to teach and sustaining teaching, and the

intensity of teacher motivation which is indicated by effort expended on teaching as influenced by a number of contextual factors.

Teachers' skill in motivating students to learn is paramount. Teachers are forced to rely on tricks approaches in their attempts to manage their classroom and motivate their learners. Dornyei (2001, p. 524) proposed a framework of motivational teaching practice in the L2 classroom for teachers while teaching. The framework includes following components:

1. Creating the Basic Motivational Condition

Motivational strategies cannot work in vacuum. There are certain perceptions to be met before any attempt to generate motivation to be effective.

Appropriate teacher behaviour and good teacher-student rapport, a pleasant and supportive classroom atmosphere and a cohesive learner group characterized by appropriate group norm are the basic motivational conditions create the teacher while teaching.

2. Generating Students Motivation

Ideally, all students exhibit an inborn curiosity to explore the world, so students are likely to find the learning experiences intrinsically pleasant. Increasing the learners "Goal-oriented", making the teaching materials relevant to the learners and creating realistic learner beliefs are the factors for generating students' motivation.

3. Maintaining and Protecting Motivation

There are two motivational maintenance strategies in motivating the learners in the classroom. They are: increasing the learners' confidence and creating learner autonomy.

4. Encouraging Positive Self-Evaluation

By employing appropriate strategies, learners can evaluate themselves in a positive light and encouraging them to take credit for their advances. Here, there are three areas of such strategies:

-) Promoting attribution to effort rather than to ability.
-) Providing motivational feedback.
-) Increasing learners' satisfaction and the question of rewards and grades.

Thus, teachers' motivation plays a vital role in teaching learning process. A motivated teacher is crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so; motivate their students in their learning too. Teachers' motivation helps to energize, direct and sustain positive behaviour over a long period of time. It involves working towards goals and tailoring activities to achieving this purpose. It also helps to drive creativity and curiosity, sparking the desire needed for students to want to learn more.

2.1.5 Theories of Motivation

Motivation is defined as learners' internal desire or drive to learn something. There are different theories. Here I have reviewed 4 of them.

A. Need Theories

Need theories resolve the fulfilment of an internal state that makes certain outcomes appear. These theories form the basic foundation of motivation theories. There are two main needs theories:

i) Maslow's Pyramid Hierarchy of Needs

This theory was developed by Abraham Maslow in 1943. Maslow's theory states that, people have a pyramid hierarchy of needs that they will satisfy from bottom to top. He suggested that people are motivated to accomplish their needs in hierarchical order of psychological needs, safety needs. Belongingness needs, esteem needs, and self-actualization needs, thus according to this approach, one has to be satisfied with his psychological needs ((sex, salary, food) before he is motivated to safety need. (Samson and Daft, 2005).

ii) Achievement Motivation Theory

McClelland's acquired needs theory states that an individual's specific needs are acquired over time according to one's life experiences. He described three types of motivational needs: firstly, Achievement motivation is a wish for attaining high goals, exceeding others and carrying out challenging jobs and thus people having such needs are motivated to be more responsible, look for different goals and like to have a close eye on benchmarks. Secondly, authority/ power motivation refers to a desire to have power over others and thus people with such needs are motivated to be in high positions and look forward for recognition. Finally, affiliation motivation is the motive to have close relationships and keep away from disagreement and those people with such needs look for tasks having more social interaction and companionships (Stone, 2006).

B. Equity Theory

Equity theory was developed by J. Stacy Adams, in 1963 and focused on exploring how motivation works. Equity theory states that people seek to maintain a balance between their input and output they receive, also in relation to the output of others. Fair treatment creates motivation. It adds a crucial additional perspective to motivation theory of comparison with 'referent' others (people we consider to be in a similar situation) (Samson and Daft 2005).

C. Job Design Model

This approach was developed by Frederick Herzberg in 1968 and is more related to work environments. He suggested two factor theories. They are: hygiene factors and motivating factors. Hygiene factors (salary, supervision, working condition, and interpersonal relationship) are unsuitable at the workplace; this can make individuals unhappy, dissatisfied with their job. Motivating factors (achievement, work itself, advancement, responsibility, and recognition) can increase job satisfaction and motivation is based on an individual's need for personal growth. If these elements are effective, then they can motivate an individual to achieve above-average performance and effort. Hygiene factors

are needed to ensure that an employee is not dissatisfied. Motivation factors are needed to ensure employee's satisfaction and to motivate an employee to higher performance. (Hartel, Funjimoto, Strybosh and Fit Zpartric, 2007).

D. Expectancy Theory

This model was developed by Victor Vroom. It suggests that people are motivated for their desired and expectation that are achievable. More importantly to be motivated one should value the reward of the achievement. In other words, people are not motivated unless they are sure that the compensations are at the same level as the performance. Therefore, according to this approach, until an employee accepts the goal as achievable and reward is worth enough to the effort s/he is going to exert, he is not motivated. (Hartel, et.al., 2007).

2.1.6 Speaking Skill

Speaking is primarily a productive skill because language is primarily manifested in speech. Out of the four language skills, speaking seem intuitively the most important as people who know languages are referred to as 'speaker' of that language. Second language learners seem to be primarily eager and interested in learning to speak as if 'speaking' included all the skill required for learning a language completely. According to Newton (2009), "speaking is part of the meaning-focused output, that is to say, it has to do with the production part of the language". Nevertheless, speaking is also considered as a part of the learning process, which means that its production is not the end of learning process, but it is part of it since it helps learners practice the knowledge they have acquired through the learning process.

According to Boonkita (2010), "Speaking is necessary skill for effective communication." He further claims that, speaking is necessary in the world of internet. The importance of speaking in the classroom is vital, considering the role it plays in the English teaching process.

Speaking skill give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. It is also help to assure that would not be misunderstood by those who are listening. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burn and Joyce, 1997).

Furthermore, in almost any setting, speaking is the most frequently used language skill. Speaking skill is considered as productive skill for communication with other people to express their idea, points of view to transmit message through different situations according to appropriate setting.

2.1.7 Teaching speaking

Learning English language obviously importance in the world. It has been practice and used all over the world by million people to express their ideas, feeling, thoughts need etc. in English. In the context of Nepal it is going too rapidly as a learning foreign and second language. Similarly, Kayi, (2006) speaking is “The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

According to Chaney (1998, p. 13), speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

Speaking is the ability to express oneself fluently in language teaching
Speaking is to teach the learners to be able to communicate perfectly.
According to Saville-Troike (2010, p. 166) speaking is a very important area of activities for L2 learners if they will be using the language for interpersonal purposes, whether these are primarily social or instrumental. The language knowledge involved in bottom-up processes for speech production includes appropriate vocabulary, feature of pronunciation, grammatical patterns that will convey intended meaning, and understanding of discourse structures that will provide cohesion and coherence within a conversation or other spoken communicative event. Harmer (2007, p. 343) writes;

If student want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. But there is more to it than that. Speakers of English – especially where it is a second language- will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies. They will need to be able to survive in typical functional exchanges, too.

Similarly, Ur (2013, p. 117) argues 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 that language as if speaking included all other kinds of knowing. And many, if not most, language learners are mainly interested in learning to communicate orally. So it means to make the learner able to produce English speech, sound and patterns, use of words, sentences stress, as well as selecting appropriate words.

Thus, learning to speak in a foreign language is the most important task because those who can communicate in that language are referred to as the speakers of that language.

2.1.8 Problems in Speaking Skills

Speaking is not simple skill. It needs some requirements of language sub-skill while teaching speaking. The background of the students determines the difficulty of speaking. In this sense Zhang (2009) argued that, speaking remains the most difficult skill to master for majority of English learners, and they are still incompetent in communicating orally in English. There are a number of complexities and problem which are associated with speaking. These problems are most frequently seen in foreign language. Davies and Pearse (2008) present following three genuine situations when the L2 learners experience the problems with speaking:

1. Many people do not like speaking in front of large group of people. This is especially true in a foreign language, because we may worry about producing utterance with many errors or oddities in them.
2. Recognizable pronunciation is necessary for speech to be intelligible. It is sometimes hard to understand people with strong regional accent in our own language, and it is hard to interpret a non-native speaker's 'Ease..... eat.....tree....jet?' as 'Is it three yet?'
3. Like listening, speaking takes place in 'real time' and speaker do not usually have time to construct their utterances carefully. In conversation, the commonest kind of speaking, we have to do many things all together: understand what the other person is saying, say what we want to when we get the chance to speak, be prepared for unexpected change of topic, and think of something to say when there is a long pause.

Similarly, Ur (2013, p.118) points out the following learners- related problems with speaking activities:

Shyness and Inhibition

Students are often inhibited about trying to say things in a foreign language in the classroom because they are worried about making mistakes, scared of criticism or losing face, or simply shy of the attention that speech attracts.

Finding Things to Say

Students are not inhibited they often complain that they can't think of anything to say. Students need to feel that they have something relevant and original to contribute to the discussion so that it worth making the effort to speak.

Low Participation of Individuals

In the foreign teaching and learning situation, many learners are found to be less involved in the activities than they should be only some students to dominate, while other speak very little or not at all.

L1 Use

The learners feel easier and more comfortable to talk in their mother-tongue usual in the foreign language context. Student spend most of their time speaking their own language, they will obviously have little opportunity to improve their speaking skills in English.

2.1.9 Motivational Strategies for Developing Speaking Skill

Teachers have to use different motivational strategies, which encourage students to take communicative initiatives. Thus, they can provide them with wide and richer chance to using the language as much as possible. Kayi (2006) presents the motivational strategies that encourage students to speak in the target language during a lesson. They are:

Role Play

One of the important ways of getting students to speak is asking them to play specific role. Students pretend that 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 and 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 for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity. So that students can work with various people and learn to be open to different ideas.

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 and so on.

Information-gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. In this activity, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is

that the students are not criticized for their ideas so students will be open to sharing new ideas.

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 fosters 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.

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, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. Moreover, students can interview each other and “introduce” his or her partner to the class.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture Describing

The 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.

Find the Difference

The students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Similarly, Harmer (2008, p. 130) has given following activities for getting students practice on speaking skill.

Information-gap Activities

An information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information – because they have different information, there is a ‘gap’ between them.

Telling Stories

Students can briefly summarize a story heard from somebody or they may create their own stories to tell or their classmates. Story telling helps students to express ideas in a formal beginning, developing and ending structure including characters, events, descriptions and so on.

Favorite Objects

A variation on getting students to tell personal stories (but which may also involve a lot of storytelling) is an activity in which students are asked to talk about their favorite objects (things like MP3 players, objects with sentimental value, instruments, clothes, jeweler, pictures, etc.). They think about how they would describe their favorite objects in terms of when they got them, why they got them, what they do with them, why they are so important to them and whether there are any stories associated with them. In groups, they then tell each other about their objects, and the groups tell the class about which was the most unusual/interesting, etc. in their group.

Surveys

Surveys can be used to get students interviewing each other. For example, they can design a questionnaire about people's sleeping habits with questions like 'How many hours do you normally sleep?', 'Have you ever walked in your sleep or talked in your sleep?', 'Have you ever fallen out of bed?' etc. They then go round the class asking each other their questions.

Famous People

In this activity, students think of five famous people. They have to decide on the perfect gift for each person. We can also get groups of students to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they would give them.

Student Presentations

Individual students give a talk on a given topic or person. In order for this to work for the individual (and for the rest of the class), time must be given for the student to gather information and structure it accordingly. We may want to offer models to help individuals to do this. The students listening to presentations must be given some kind of listening tasks too – including, perhaps, giving feedback.

2.2 Review of Related Empirical Literature

Each and every research work requires the knowledge of previous background to obtain the targeted objectives and to validate the study. Empirical literature is the evidences of proof of researches carried out which helps to expand the knowledge related field. Up to now, various research studies have been carried out in Nepal and outside the Nepal related to the topic. Those researchers have been reviewed here to facilitated or help. They are as follows:

Singh (2008) carried out a research on 'Role of motivation in English language proficiency'. The objectives of his study were to identify interactively and instrumentally motivated students, to explore their English language

proficiency, and to analyse the role of motivation in English language proficiency. He purposefully selected two T.U. constituent campus and two private campuses from Kathmandu valley through fish bowl sampling procedures. He mainly used motivation survey questionnaire and test items to gather required information. The study was on the bachelor first year student of faculty of education. From the study, he found that the number of the interactively motivated students and the motivation has some sort of positive and direct role in language proficiency. This study was limited to explore only the reading and writing proficiency of students not listening and speaking skills.

Similarly, Asif and Kamal (2013) explored, 'The impact of motivation on learning of secondary school students in Karachi'. The main objective of this study was to find out the effects of motivation, class environment, teacher method, Curricular and co-curricular activities and physical facilities on learning of the students. The researchers collected the data through personal visits using simple random sampling technique to select the secondary school for the study. The sample consisted of 40 students and 40 teachers randomly selected the respondents from the population. The findings of the research suggest that use of effective teaching methods and notion of punishment and reward can create motivation in students.

In addition, Guilloteauz (2013) carried a research on ' Motivational strategies for the language classroom: Perception of Korean secondary school English Teacher'. The main objective of the study was to find out the main strategies of South Korean secondary school EFL teachers rate as most important to enhance motivation in their class. She mainly used survey research design. The participants were 268 Korean secondary school teachers of English in southern province of South Korea (69 males, and 199 females). She used survey questionnaire as tools for data collection using random sampling procedure. She found that Korean EFL teachers gave little importance to motive students

and they rarely used strategies to create a positive classroom atmosphere. In other words motivating students was not priority for language teachers.

Similarly, Timilshina (2014) carried out a research entitled 'Developing Speaking skill Through Description'. The main objective of his study was to find out the effectiveness of description to develop speaking skill. He used action research design. He used to tests as the tools for data collection. He selected 30 students from government-aided school as the sample for this study. Sample population was selected from Ramechhap District. Purposive sampling procedures were used in order to select the sample for this study. The findings of his study showed that the students' oral proficiency was developed through description activities in the classroom.

In the same way, Zaman (2015) carried out a research on 'Role of motivation in second language learning: A Study of Private University Students in Bangladesh'. The main purpose of the study was to find out how motivation work in the process of a learning a second language. The population of the study included all the students who were studying in different private university. Twenty respondents were selected as the sample for this study. He mainly used questionnaire for the collecting data from the students and also interview for the teachers. The major finding of the study was that, Motivation is the main stimuli for better performance in learning. Both intrinsic and extrinsic motivation had a strong influence on learner. The role of the teacher is very much affective for the learners for language learning.

Moreover, Khanal (2016) carried out a research on 'Motivational technique used by basic level English language teachers.' The main Objective of the study was to find out the motivational techniques used by basic level English language teachers. He mainly used survey research design. Population of the study was selected through purposive non-random sampling. Ten teachers were selected in Rupandehi district. Observation checklist and questionnaire were the tools for data collection. The data were taken from the basic level English language teachers. The major finding was that, student motivation is related to

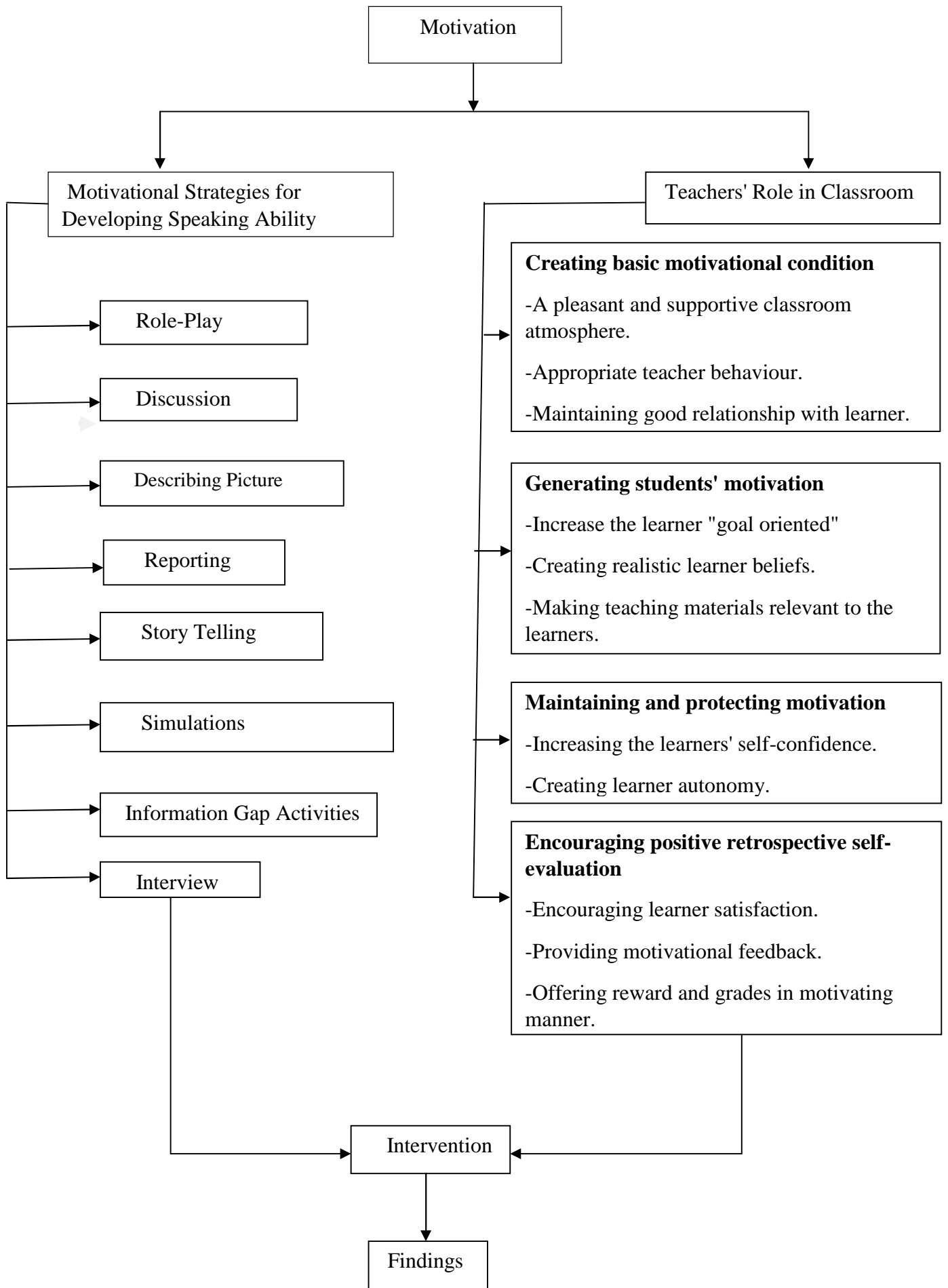
teacher's use of different motivation strategies/techniques, which in turn are related to teaching learning effectiveness and English language achievement.

2.3 Implications of the Review for the Study

Literature of any field of study has great importance to lead forward the any study. Literature review is done to find out the gap between what is already done and what is to be done so that, I have reviewed different previous study which is to be related my study. From the study of Singh (2008), Zaman (2015), I got clear theoretical ideas about role of motivation in language learning. From the study of Timilshina (2014), I got the clear idea about research design. Similarly, from the study of Guilloteauz (2013), and Khanal (2016), I got the idea about different kinds of motivational strategies and techniques for English language teachers. From the reviewed of empirical studies, I got clear direction to conduct the research. The studies of those researches helped me to get theoretical clarity on motivational strategies. The central focus of reviewing was to examine and evaluation of previous research work have been carried out with different objectives, methodology and research question and in different situation. So, after reviewing all these research work I broadened myself with research process and methodological tools which are very beneficial to my research work.

2.4 Conceptual Framework

Conceptual framework is the plan or frame on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole ideas. This study was based on following conceptual framework:



CHAPTER THREE

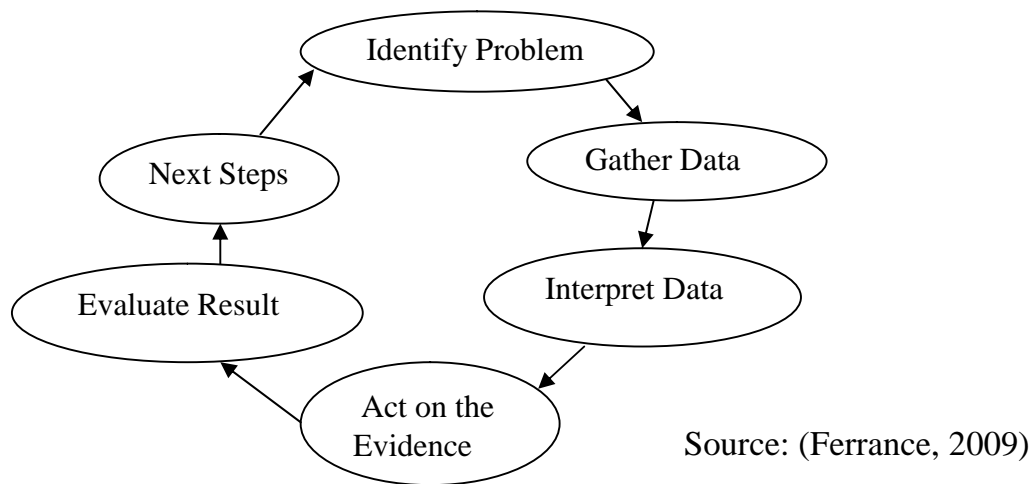
METHODS AND PROCEDURES OF THE STUDY

Methodology is a vital element of research work. The following methodological strategies were adopted to achieve the objectives of the present study.

3.1 Design of the Study

Research design is a general outline of the research which guides the researchers into their fields of study. The proper use of research design leads to have the successful completion of the study. There are various research designs that can be applied to investigate a phenomenon. Among them, I used action research design to accomplish the objectives of this study. An action research is a type of applied research initiated to solve an immediate problem. It involves the process of actively participating in an organization to change the existing situations. Watts (1985, p. 118) defines action research as a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It means the practitioner reflects upon his/her current educational practice and strives to improve the practice through research. Action research is a research practitioner's research conducted by the teacher on the basis of systematic reflection on his/her practice. Action research is problem centred, client oriented and action oriented. The teachers face different problems in the classroom and have to think about the possible solution to overcome them and teacher starts from the self-realization of the problem by the practitioner teacher. The teachers conduct action research to solve one or more problem.

Ferrance(2000, p. 9) has presented a model of the circular nature of the typical action research process. According to the cycle of circle, it has been divided into five steps. They are:



Similarly, Nunan, (2009, p. 19) described the process of action research as a series of following steps:

Step 1: Initiation: Initiation refers to identifying the problem which is faced by most of the students. The existing problem can be identified by observing students' performance.

Step 2: Preliminary Investigation: In this stage, the researcher gives tasks to the students and collects the data. These data are analysed and the problem on their students is recognized.

Step 3: Hypothesis: The hypothesis is formed how those problems can be minimized. For example, introducing a new teaching method into a classroom (games can be useful in solving that problem).

Step 4: Intervention: The researcher can change the action to improve students' performance.

Step 5: Evaluation: The investigation or the change is evaluated whether or not it has an effect, positive or otherwise.

Step 6: Dissemination: The ideas developed in the research are shared outside class. Research can be suggested to teachers and students alike.

Step 7: Follow-up: Follow-up suggests a two-fold meaning. Firstly, repetition of the action with or without slight modification in case the researcher could

not achieve the aimed result. Secondly, if the improvement is satisfactory those similar other problem will be addressed introduction the successful action.

In this study, Action research was used as the research design because it focuses on solving problem, improving practice, reflect own practice or enhancing understanding. I engaged in careful and diligent inquiry not for purpose of discovering new facts or revising accepted law and theories but to acquire informants having practical applications to the research work.

3.2 Population, Sample and Sampling Strategy

All the students of grade 10 studying in community Schools of Banke District were the population of the study. However, only twenty students of grade ten from Shree Shiva Shakti Higher Secondary School of Banke District were selected as the sample of study. It was not possible to include all the population in the study because of time and other constraints. So, twenty students of Shree Shiva Shakti Higher Secondary School were selected using non-random purposive sampling procedures to fulfill the objectives of research study.

3.3 Sources of the Data

Both the primary and secondary sources of data were used for study. Twenty students of grade ten were the primary sources of data and the books, articles, journals and other documents were the secondary sources of data.

3.4 Research Tools and Techniques

Test items and observation were used as the tools for data collection in an action research. Pre-test, two progressive tests and post-test were the major tools for data collection to this study. A set of test items, which included five items carrying 20 full marks, were prepared for pre-test, progress test and post-test. The marks were distributed equally to each of the questions. The same test was used in both pre-test and post-test.

3.5 Data Collection Procedures

In order to collect the required data, the following processes were followed:

- a) At first, I went to the selected school (Shree Shiva Shakti Higher Secondary school, Banke District), and asked the authority for permission to carry out the research. Additionally, I built rapport with them.
- b) Then, I explained the purpose and the process of the research and I requested principal to get permission to carry out the research.
- c) After getting permission from the principal, I consulted the English teacher and selected students for helping me during the research time.
- d) After that, I prepared a set of question. Then, I went classroom and conducted pre-test to the students speaking ability.
- e) Tape recorder was used to record the responses of students. Then, I transcribed the responses of students.
- f) Then, I analyzed the score of pre-test.
- g) After that, I intervened to the students using different motivational strategies and activities to students speaking skill.
- h) Then, I conducted progress test in the interval of six days and analyzed progress test.
- i) After teaching altogether twenty four lessons, I conducted a post-test.
- j) Finally, I analyzed the score of pre-test, progress tests, and post-test to measure the students' development of speaking skill using motivational strategies by using simple statistical tools like percentile and mean.

3.6 Data Analysis Procedures

The data were analyzed and interpreted by using statistical tools which were collected from primary source. The primary sources of data were obtained through a pre-test, two progress tests, and a post-test. The data for this study were tests results. The data were tabulated with scores, percentages and mean. They were analysed descriptively.

The data collection was initiated through the objectives putting it in centre to explore the use of motivational strategies to develop speaking proficiency and to suggest some pedagogical implications.

3.7 Ethical Considerations

In course of conducting a research, the researcher should be careful about ethical issues. To maintain the ethicality I conducted my research by taking permission of school administration and sample population that are twenty students of Shree Shiva Shakti Higher School by informing them about my research purpose. Likewise, I kept the responses of the respondents confidential and the ideas generated in this research was my own expect from the cited one. Similarly, another important ethical aspect is about plagiarism. To avoid the risk of plagiarism I have given dew attention on honestly, accuracy, truthfulness and credit to the author of books, journals, articles, participants, adviser and school administration.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with the presentation, analysis and interpretation of the data. The data obtained from the primary sources were presented, discussed and interpreted in systematic way.

4.1 Analysis of Data and Interpretation of Results

The analysis and interpretation of data collected through tests are presented here. In order to carry out, a Pre-test was administered before the intervention students. After the pre-test, I intervened the students on speaking skill using different motivational strategies such as role-play, picture describing, presentation, and telling stories in order to develop students speaking ability. I attempted my best to create basic motivational condition, generate students' motivation duration action period. Two progressive tests were conducted in the interval of six days. I found that the students' speaking ability was progressed and positive change than the pre-test results. Finally, I conducted a post-test after the completion of 24 days intervention. The same items were administered in the pre-test and post-test but different items were administered in the different progress tests. The full mark of all tests was 20. All set of tests included five items. These were related to picture describing, role-play, Presentation. For that, altogether four tests were compared with each other. The data were analyzed using simple statistical tools like percentage, average score and discussed descriptively in qualitative manner.

4.2 Analysis and Interpretation of Test Scores

At first the students and school authorities were informed about the objective of the research. Then, a pre-test was administered after building rapport with the students in order to determine the students' initial proficiency in speaking ability. I administered a set of test items which carried 20 full marks and the test items were related to test speaking ability. The topics were related to text book 'Our English' of grade ten. The test items which were used are given in

appendix II. Similarly, the sample responses of the pre-test, progress test and post-test are given in appendix-IV.

4.2.1 Pre-Test Score

Pre-test was administered to find out the existing speaking ability of the students. It was a 30 minute examination that included 5 items. After conducting pre-test, the score was calculated and record was kept. The number of students who obtained the same scores has been grouped in the same row and their obtained score have been given following table.

Table 1
Student's Score in the Pre-Test

S.N	Full mark	Marks Obtained	No. of Students Frequency	Total Marks Obtained	Percentage	Average Score
1	20	13	2	26	65%	8.05
2	20	12	4	48	60%	8.05
3	20	10	1	10	50%	8.05
4	20	8	3	24	40%	8.05
5	20	7	3	21	35%	8.05
6	20	5	4	20	25%	8.05
7	20	4	3	12	20%	8.05
Total	400	-	20	161	40.25%	

$$\text{Average score} = \frac{\text{Total obtained score}}{\text{Total Students number}}$$

As the table shows, the total full mark of the pre-test is 400. Out of 400, the total obtained mark is 161 i.e. 40.25%. The average score of the pre-test is 8.05. The highest score of pre-test is 13 i.e. 65% which is obtained by 2 students and the lowest score is 4 i.e. 20% which is also obtained by 3 students.

The individual average score of the pre-test is 8.05 which are normally obtained by 3 students. Likewise, 7 students obtained higher score and 10 students of them obtained lower score than the individual average score. Thirty- five percent of the students are above the average and 50% of them obtained below the average in the pre-test. Only 15% of the total participants obtained individual average mark is 8.05. Thus, the result of the pre-test shows students' speaking ability is not satisfactory.

4.2.2 First Progress Test Score

After administering the pre-test, I found that the students felt shyness, nervousness and hesitation in the participation of the classroom. Then, I started teaching by use of different motivational strategies. Then, I administered the first progress test in order to determine the speaking ability at the interval of twelve classes. Those 12 lessons plan were related to different speaking items such as picture description, group discussion and presentation. Students actively participated in the first progress test. After conducting first progress test, the score was calculated and the record was kept. The following table clearly shows the students' score in the first progress test:

Table 2
Students' Score in the First Progress Test

S.N	Full Mark	Marks Obtained	No. of Students Frequency	Total Marks	Percentage	Average Score
1	20	14	2	28	70%	9.25
2	20	13	3	39	65%	9.25
3	20	11	3	33	55%	9.25
4	20	8	4	32	40%	9.25
5	20	7	5	35	35%	9.25
6	20	6	3	18	30%	9.25
Total	400	-	20	185	46.25%	

As the table shows, the total full mark of the first progress test is 400. Out of 400, the total obtained mark is 185 i.e. 46.25%. The highest score of the first progress test is 14 i.e. 70% which is obtained by 2 students and the lowest score is 6 i.e. 30% which is obtained by 3 students. Likewise, 8 students obtained higher score and 8 students obtained lower score than the individual average score. Thus, 40% of the students obtained above the average and 40% of the students got below the average score and 20% students have got average score in the first progress test. Since, the average score of the students' increased at the pre-test, there is the role of motivational strategies in teaching speaking. Thus, the result clearly shows that the students have progressed in speaking ability.

4.2.3 Second Progress Test Score

When the first progress test was administered, I found positive change in students speaking ability. The first progress test score showed significant increments which help me to conclude that motivational strategies played constructive role in developing students speaking ability. Then, I conducted second progress test to observe students' progress after the positive change of first progress test. The score of the students on second progress test were recorded and tabulated as follows:

Table 3

Students' Score on Second Progress Test

S.N	Full Mark	Marks Obtained	No. of Students Frequency	Total Obtained Marks	Percentage	Average Score
1	20	16	3	48	80%	11.3
2	20	15	2	30	75%	11.3
3	20	13	3	39	65%	11.3
4	20	12	1	12	60%	11.3
5	20	11	3	33	55%	11.3
6	20	10	2	20	50%	11.3
7	20	8	2	16	40%	11.3
8	20	7	4	28	35%	11.3
Total	400	-	20	226	56.5%	

The table 3 reveals the fact that the total marks of the second progress test is 400. Out of 400, total obtained score is 226 i.e. 56.5%. The highest score of the second progress test is 16 i.e. 80% which is obtained by 3 students and the lowest score is 7 i.e. 35% which is obtained by 4 students. The individual score of second progress test is 11.3 which are obtained by 2 students. Likewise, 14 students have obtained higher score and 4 students have lower score. Thus, the result clearly shows that the students have progressed in speaking proficiency. Similarly, 10% Of the total participants obtained average score, 70% of the students are above the average and 20% of them are below in second progress test. So, the result of second progress test is satisfactory and it shows the progression in students' speaking ability. A good number of students' achieved more than average score, so, the constructive role of motivational strategies has been explicit in the data.

4.2.4 Post Test Score

After completion of 24 lessons, I administered the post-test in order to determine the students' speaking progress of the whole duration of my research period. The items of post-test were the same to the items administered in the pre-test. The questions of the pre-test and the post-test covered all lessons which were set from the topics taught during the period of actions. The following table clearly shows the scores of the students in post-test:

Table 4
Students' Score in the Post-Test

S.N	Full Mark	Marks Obtained	No. of Students Frequency	Total Obtained Marks	Percentage	Average Score
1	20	17	2	34	85%	12.95
2	20	15	5	75	75%	12.95
3	20	14	3	42	70%	12.95
4	20	13	2	26	65%	12.95
5	20	11	4	44	55%	12.95
6	20	10	2	20	50%	12.95
7	20	9	2	18	45%	12.95
Total	400	-	20	259	64.75%	

Observation of the table 4 shows the fact students' total obtained mark is 259 (i.e. 64.75%) score in 400 full marks. The highest score of post-test is 17 i.e. 85% which is obtained by 2 students and the lowest score is 9 i.e. 45% which is scored by only 2 students. Likewise, 12 students have obtained higher score and 8 students have obtained lower score than the individual average score. Thus, the result clearly shows that the students have progressed in speaking teaching through motivational strategies. Thus, 60% of the students are above

the average and 40% of them are below in the post test and if we compare the score of the post-test, the result of post-test is better than the pre-test result.

4.3 Comparative Analysis and Interpretation of the Test Scores

Here, the result of all tests viz. Pre-test, first progress test, second progress test and post-test are compared and analyzed with each other.

4.3.1 Pre-Test and First Progress Test

In this comparison, the score of the pre-test and the first progress test are analyzed, interpreted and compared. The comparison of the score of both tests is clearly shown in the following table:

Table 5

Test	No. of Students	Total Marks	Obtained Marks	Percentage	Increased Marks	Increased Percentage	Average Score
Pre-Test	20	400	161	40.25%	-	-	8.05
FPT	20	400	185	46.25%	24	6%	9.25

The table indicates that the total obtained mark of pre-test was 161 (i.e.40.25%) and the total obtained mark of the first progress test were increased by 6%. So, the difference between the two tests proved that grade ten students' level on speaking was slightly improved by teaching through motivational strategies.

4.3.2 First Progress Test and the Second Progress Test

In this comparison, the scores of the first progressive test and second progressive test are analyzed and compared. The comparison of both tests can be presented in the following table:

Table 6

Comparison of the First Progress Test and Second Progress Test

Test	No. of Students	Total Marks	Obtained Marks	Percentage	Increased Marks	Increased Percentage	Average Score
FPT	20	400	185	46.25%	-	-	9.25
SPT	20	400	226	56.5%	41	10.25%	11.3

As the table shows, the total obtained marks in the first progress test was 185 i.e. 46.25%. Whereas the total obtained scores in the second progress test was 226 i.e. 56.5% out of the 400. In other words, second progress test score was increased by 41 or 10.25%. Therefore, increased percentage of the second progress test proved that grade ten students' speaking proficiency was developed through using different motivational strategies of teaching speaking skill in the classroom.

4.3.3 Second Progress Test and Post-Test score

The score of both test i.e. second progress test and the post-test are also compared and analysed with each others in the following table.

Table 7

Comparison of the Second Progress Test and the Post-Test Score

Test	No. of Students	Total Marks	Obtained Marks	Percentage	Increased Marks	Increased Percentage	Average Score
SPT	20	400	226	56.5%	-	-	11.3
Post-Test	20	400	259	64.75%	33	8.25%	12.95

As the table shows that out of 400 marks, students had obtained 226 i.e. 56.5% marks in second progress test whereas out of 400 marks, students had obtained 259 i.e. 64.75% in the post-test. The average score of the second progress test

was 11.3 and the average score of the post-test was 12.95%. The difference of average score between second progress test and post-test (1.65) proved that grade ten students' speaking proficiency have developed through using motivational strategies.

4.3.4 Pre-Test and Post-Test Score

The score of the both tests i.e. pre-test and post-test are also analyzed and compared with each other as in the following table:

Table 8
Comparison of the Pre-Test and Post-Test

Test	No. of Students	Total Marks	Obtained Marks	Percentage	Increased Marks	Increased Percentage	Average Score
Pre-Test	20	400	161	40.25%	-	-	8.05
Post-Test	20	400	259	64.75%	98	24.5%	12.95

The above table clearly shows that the total score of the pre-test was 161 i.e. 40.25% Whereas the total scores of the post-test was 259 i.e. 64.75%. It shows that the percentage of the post-test had increased very higher than that of the pre-test. Thus, there is vast difference between the score of pre-test and post-test. The average score of the pre-test was 8.05 and average score of post-test was 12.95%. So, the difference of the percentage and individual average score between the two tests proved that grade ten students' speaking proficiency was increased by teaching through using motivational strategies.

4.4 Reflection to the Result of Tests

As a researcher, it was my first and formal attempt to carry an academic research in the form of action research. At the beginning of the research journey, I felt myself nervousness and hesitation to start my research work. I dared to conduct my research work with my weakness hoping to do better improving my own weakness.

While I entered into school boundary, I met principle of that school, talked to him about purposed of the research. Then, he facilitated me to meet subject teacher. When I started to discuss my concern with subject teacher, I had an idea about how to carry it out. Before conducting pre-test, I met selected students at the school and introduced them. I told them about purposed of the study. Students gave me positive responses as sign of support. Then, I conducted pre-test to find out existing students speaking ability. After the completion of pre-test, I found students were very weak in speaking skill. The students' felt shyness, nervousness and hesitated while speaking English. They also ignored the participation of the classroom presentation and interaction. Then, I started teaching by the use motivational strategies such as role-play, group discussion, interaction, picture describing etc to improve their speaking skill. I taught them continuously and observed students oral proficiency during actions. I found students speaking skill improved day by day. Then, I administered two progress tests interval of the six days. I found that students' speaking ability gradually progressed. Finally, I administered post-test. The students score showed significant increments which help me to conclude that motivational strategies played constructive role to develop students speaking ability.

The one month of action research provided a great lesson to me that I just did not know how to express myself in these few words. Equally, I developed self-confidence in teaching. I also received both personal and professional benefits. I clearly understood the role of teacher in the classroom. This action research has enriched my teaching experiences and will make positive contribution to my professional career. From this research journey what I learnt is that, motivational strategies are really beneficial and helpful to bring positive change in students' in speaking skill.

Finally, I suggest to all English teacher should select and implement motivational strategies not only for developing students' speaking skill but also for developing other skill of language learning.

CHAPTER FIVE

FINDING, CONCLUSION AND RECOMMENDATION

This chapter presents the findings, conclusions and recommendation of the study based on presentation, analysis and interpretation of the data.

5.1 Findings

On the basis of analysis and interpretation of the data obtained from tests, the main findings are presented. In the study, four tests were administered to collect the required data. Twenty students were selected to conduct this study. The students were from grade ten of Shree Shiva Shakti Higher Secondary school of Banke district. The data were analyzed descriptively. From the rigorous analysis of the data, the following results have been found.

- a. The students felt shyness and nervousness at the beginning and they hesitated in the participation of the classroom interaction.
- b. The students actively participated in the classroom interaction after intervention of the speaking skill through motivational activities. The results of tests scores showed significant increments. So, motivational strategies played constructive role in developing students speaking ability.
- c. In analyzing the pre-test result, it was found that the students' total obtained 161 (i.e. 40.25%) score in 400 full marks. The individual average score was 8.05. Similarly, the highest score was 13 (i.e. 65%) out of 20 and lowest score was 4 (i.e. 20%). The score showed students' oral proficiency was poor.
- d. After the analysis and interpretation of the first progress test, it was found that the total obtained mark of the first progress test was 185 (i.e. 46.25%) out of 400. Individual average score was 9.25. The increased total score was 24 (i.e. 6%), and increased average score was 1.2. It can be said that the students' speaking ability was

progressed than result of pre-test. The result of first progress test was satisfactory than pre-test.

- e. From the analysis and interpretation of the second progress test, it was found that the total mark was 226 (i.e. 56.5%) out of 400. The individual increased average score was 2.05 and total increased score was 41(i.e. 10.25%). It can be said that the result of second progress test was fruitful than the first progress tests.
- f. After analysis and interpretation of the post-test, it was found that the total mark was 259 (i.e. 64.75%) out of 400. The individual increased average score was 1.65. Similarly, the increased obtained score was 33(i.e. 8.25%). So, in this way the result of the post-test was better than second progress test.
- g. In comparison to pre-test and post-test, it was found that the students' speaking proficiency got highly improved from pre-test to post-test. This proved that motivational strategies were useful and helpful to teach speaking skill to develop speaking proficiency of the students.

On the basic of the above findings, it can be concluded that the use of motivational strategies in teaching speaking skill will be fruitful and helpful to develop students' speaking ability, if teacher selects and implements appropriately.

5.2 Conclusions

Before conducting the research, I found the problems such as shyness, hesitation, nervousness, use of L1, low participation, lack of enough practice in speaking, and unwillingness to take part in discussion on the students in speaking during the teaching speaking. However, the use of motivational techniques played the key role to address those problems.

From the comparison and analysis of the pre-test and post-test, all learners were found to have better performances on speaking proficiency. The tests scores showed significant increments which help me to conclude that motivational techniques played key role to develop students speaking ability.

The evidence showed that the total score of pre-test was 161 i.e. 40.25% and total score of post-test was 259 i.e. 64.75%. The increased mark of the post-test was 98 i.e. 24.5%. The overall percentage of the post-test indicates that students' level of speaking proficiency is higher than that of pre-test. It showed that students had better performances on given tasks related to speaking tests after teaching through communicative activities in the classroom. Therefore, motivational strategies were effective and fruitful for teaching speaking skill to develop students' speaking ability in the classroom.

5.3 Recommendations

On the basis of findings and conclusion of the study, I would like to suggest some of the recommendation to the policy makers, practitioners and further researchers:

5.3.1 Policy Related

-) Since the finding of the study showed students' achievements in speaking skill after the use of motivational strategies, I would like to recommend that the policy maker should devise different motivational strategies and integrate them in syllabi and curricula.
-) The school administration should provide the constructive environment to the students where they can best communicate.
-) Assessment system of speaking skill should be improved with adequate change.

5.3.2 Practice Related

-) ELT teacher should be encouraged to use different motivational activities for teaching speaking skill.
-) Motivational strategies are an effective way for developing confidence, co-operation, positive interdependence and decreasing unhealthy competition, nervousness, shyness of the students. Therefore, it should be used by all the teachers of English.
-) Since the students have shown the progress result in different tests i.e. pre-test, progress tests and post-test. It can be inferred that the

motivational strategies are proved to be effective techniques in developing speaking ability. Here, the teachers are advised to use motivational strategies to teach speaking skill.

-) Interaction between teacher and students create friendly environment. Therefore, the teachers should play roles as facilitators and friends.
-) Different project works and presentation should be focused.
-) Create the speaking zone inside the classroom as well as outside the classroom.
-) Teachers play the vital role as a guide, facilitators, encourages students in the classroom and students should be active role.

5.3.3 Further Research Related

This research is an action research. It was limited to only twenty students of class ten of Shree Shiva Shakti Higher Secondary School, Perani, Banke. Therefore, I do not claim that it is complete in itself .This research is an action research it could not cover the greater number of population. So further research can carried out using more population to make the research more valid and reliable in this area. Here, I tried to mention some suggestions and related areas for further research.

First, the sample of the study should be larger that helps to derive real finding. It is suggested that more population should be included to find out the effectiveness of motivational strategies in developing speaking skill. It helps to make result more reliable. Therefore, the finding can be reliable and could be easily generalized to the whole population.

Second, this study was carried out in class ten. So it is suggested to the further researchers to carry out the study in other level as well. Similarly, further researches can carried out to other language skills and aspects.

Third, this research is limited to twenty-four classes. For the more explanation regarding this area, language teacher can conduct an experimental.

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APPENDIX-I

Lesson Plan No. 2

Class-Ten

Time: 45 min.

Teaching Item: Language Function (Speaking Skill)

1) Objectives:

On completion of this lesson, the students will be able to:

- To develop speaking skill using language function.

2) Materials

- Daily used materials
- Word card/sentence card

3) Teaching Learning Activities

Warm up

Teacher will show the exponent of greeting and self-introducing in order to their attention. Teacher will ask them read and make them clear about the meaning of words. Then, teacher asks them to speak similar exponent in their own words.

Presentation

Before starting chapter, teacher will tell them to say some exponents basically used while greeting and self-introduction and others. If they confuse then the teacher will give them a work sheet where they find out exponent of greeting and self-introduction. If they do not get any idea then teacher will help them.

Practice

Teacher will show the flash cards of exponents in front of the class, and teacher will give them a situation and ask them try to greeting and self-introduction using role play with the correct pronunciation in conversation. If the students are unable, teacher will facilitate them providing some examples:

S1: Hello,/Hi, I am.....I come from..... and you?

S2: It's meHow are you?

S1: fine and you.....

By this way teacher use some motivational strategies such as (interview, role-play, guessing game, picture describing etc...) to develop speaking skill.

Production

Teacher will provides them some situation and ask to pairs student to give introduction each other. The situation, for example Mrs. Dahal is new student in your classroom and he wants to introduce in the classroom with friends.

Lesson Plan No. 12

Class- Ten

Time: 45 Min.

Teaching Item: Picture Description

- 1. Objectives:** On the completion of this lesson students' will be able to:
 - To enable students to describe the picture orally.

- 2. Materials:** Picture

- 3. Classroom Procedures**

- The class will be divided into two groups or more.
- The teacher will give them a situation by showing picture of boy who is flying kite in the sky.
- Then, they have to describe it to their respective groups.
- The teacher waits until the groups finish writing the picture as the description they receive.
- After that, from each groups one student presents in front of the classroom about the picture.
- Then, teacher asks to other students the following questions related to picture.
 -) Who is flying Kite?
 -) What is the boy doing?
 -) What did you see in the picture and do like this?
 -) Does that picture represent your society?
- Finally, teacher describes about the picture.

4. Evaluation

Describe the picture orally.

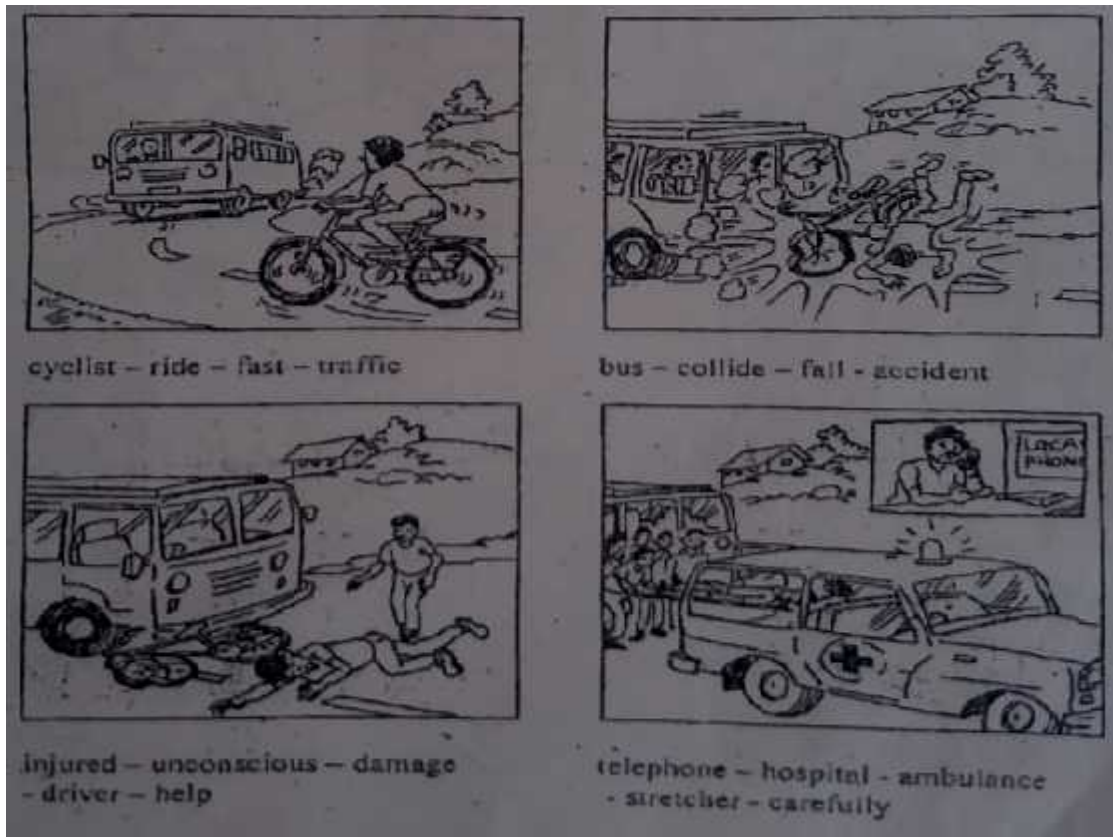
APPENDIX-II

Test Items for Pre-test and Post-test

- Q. 1** Ask these questions to the students. (4x1=4)
- a. What is your name?
 - b. In which class do you read?
 - c. Where do you live?
 - d. Give short introduction of your school?
- Q.2** Give short speech about 'Democracy'. (4)
- Q.3** Please tell me some rules and regulations that students should follow in the classroom. (Any four responses) (4)
- Q.4** Have a conversation between two friends in following situations. (4)

(a). Mohan, you are the monitor of your classroom and kushal is your friend and asking for permission to go out the classroom.

Q.5 Look at the picture and tell me what is happening. (4)



APPENDIX-III

Test Items for Progress Test

Q.1 Ask these questions to the students. (4)

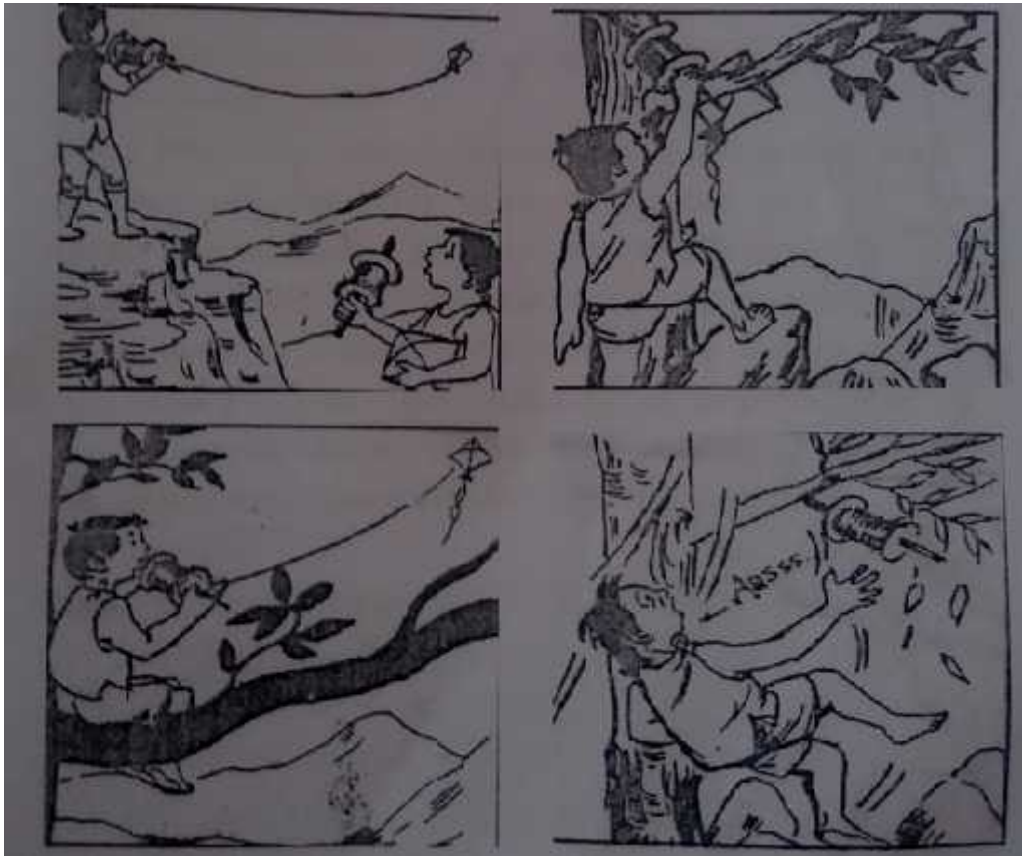
- What is your name?
- What is best friend name?
- How did you come to school?
- What is your roll no.?

Q.2 Give me short speech about 'Co-education'. (Any four responses) (4)

Q.3 Think and say any four things we must not do in the classroom. (4)

Q.4 Work in small group of four or five team. Discuss the process of cooking rice pudding. Write the stage of cooking rice pudding and present it to the class. (4)

Q.5 Look at the picture and tell me what they are doing? (Any four responses)



APPENDIX-IV

Sample Responses of Pre-Test

Student's Name: Mohan Khadka

Date: 2076/01/15

Roll No: 23

Teacher: Good morning Mohan. How are you?

Student: Good morning sir. I am fine sir.

Teacher: Today I am going to ask you some questions. Please, answer them. Are you ready?

Student: hunchha sir....

Teacher: Give your introduction with four sentences.

Student: Ummm.....I am Mohan Khadka. UMMm..I live in Balapur. And Umm I read in class ten. And my school name is Shree Shiva Shakti Higher Secondary School.

Teacher: Mohan, Could you give a short speech about democracy?

Student: In democracy people are freePeople get.....umm...all rights in democracy....yatinai sir audainamalaee.....

Teacher: Would you tell me three rules and regulation that you follow in your classroom?

Student: Umm.....Students come in time. Ummm...Student wear uniform....ummm...Students follow discipline.

Teacher: Look at the picture and tell me what are they doing and what is happening?

Student: In first, boy ride on cycle...and second picture, he accident..with bus....and third picture boy injured and forth picture ambulanceboy take the hospital....

Teacher: Thank you very much Mohan, and send your friend Nisha kusari.

Conversation

A: Mentor....mentor....

B: Ummmmmm.....

A: I go to toilet.

B: Yes, go.

Sample Responses of Progress Test

Student's Name Prativa B.K

Date: 2076/01/23

Roll No: 1

Teacher: Good morning Prativa. Have a seat and how are you doing today?

Student: Good morning sir. I am fine and you sir?

Teacher: I am also fine. Today I am going to ask you some questions. Please, answer them. Are you ready?

Student: Of Course sir.

Teacher: What is your best friend name?

Student: My best friend name is Bina shahi.

Teacher: Would you tell me your roll no.?

Student: Yes Sir. My roll no. is one.

Teacher: Prativa, could you give a short speech about co-education?

Student: Co-education vaneko taha chhaina sir....

Teacher: It means the education that support girls and boys.

Teacher: Would you tell me three things that the students and teachers must not do in the classroom?

Student: yes sir. Teacher should not come in time....ummmm.... Students must not make a noise in the classroom.....and ..umm..Students must not tease with his/her friends...yattinai sir.....

Teacher: Look at the picture and tell me what are they doing?

Student: Umm ..The boy is flying a kite in the sky in first picture. In second picture shows that, the kite tied in the tree. Ani.....(smiling)...he try to fly but it cannot fly in the sky.

Teacher: Thank you very much, and send your group leader to present the stage of cooking rice pudding.

Sample Responses of Post-Test

Student's Name: Kuber Devkota

Date: 2076/02/13

Roll No: 19

Teacher: Good morning Kuber. Take your seat and how do you do?

Student: Good morning sir. I am fine sir.

Teacher: Today I am going to ask you some questions. Please, answer them. Are you ready?

Student: Yes, I am ready sir.

Teacher: Give a short account of your introduction with four sentences?

Student: Ok, my name is Kuber Devkota. I read in class ten in Shree Shiva Shakti higher secondary school. It is located in Rapti-Sonari Municipality-ward-8 perani. There are around one thousand students and I live in Overi.

Teacher: Tell me some rules and regulations that you follow in your classroom?

Student: yes sir, (1) students must come in time. And student should wear uniform. Students must obey discipline. And students should not throw waste materials here and there.etc sir..

Teacher: Look at the picture and tell what are they doing?

Student: No. 1. A boy rides on the cycle and he was going somewhere. No.2 he collided with bus and lying on the road and a boy injured and unconscious.

Teacher: Tell me some sentences about democracy?

Student: According to Abhram Lincon democracy means democracy for the people, by the people, of the people. People get rights in democracy.

Conversation

A: excuse me kaushal.

B: Yes,

A: May, I go out for drink water.

B: Yes, you can.

APPENDIX-V

Name of the students

S.N	Name of Students
1	Mohan Khadka
2	Gita khatri
3	Muskan Khatri
4	Niska Kusari
5	Jeet Bahadur Gharti
6	Kuber Devkota
7	Susmita Khanal
8	Kushal Pokherel
9	Kabita Kusari
10	Bishal Kusari
11	Krishna Roka
12	Dipendra Kumar Khadka
13	Bina Shahi
14	Bikash Kusari
15	Prativa B.K
16	Rajan B.K
17	Karuna Gautam
18	Prabin Thapa
19	Hiralal Khadka
20	Bed Prasad Oli

APPENDIX-VI



श्री शिवशक्ति माध्यमिक विद्यालय

0C9-800090

राप्तीसोनारी गाउँपालिका-६, पेरानी (बाँके)

पत्र संख्या: 075/76
चलानी नं: 271

स्या २०२९

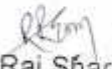
दि 2076/02/13

श्री :

विषय : To whom it may concern

This is certified that Mr. Yagya Bahadur Oli, student of Department of Education , T.U. Kirtipur had conducted his experimental research on "Role of Motivational Strategies in Developing Students' Speaking Skills" in our school. He convinced us that he would maintain ethical considerations and promised to give some support to the students too. So that being very happy , our school gave consent to him to conduct and complete his research by taking considerations of school , students and community.

I wish his bright future in his every steps of life.


Rishi Raj Sharma
Head Teacher
Head Teacher