

**ABILITY OF GRADE
NINE STUDENTS IN ENGLISH SPEAKING**

**Submitted to the Department of English Education
In Partial fulfilment for the Master of Education in English**

**Submitted by
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DECLARATION

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

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This is to certify that **Mr. Hasta Bahadur Lama** has prepared this thesis entitled **Ability of Grade Nine Students in English Speaking** under my guidance and supervision.

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DEDICATION

Dedicated

to

My parents, brothers and to all respected gurus who encouraged
me to stand in this position.

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ABSTRACT

The present study entitled "A Study on the Speaking Ability of Grade Nine Students examined the speaking ability of grade Nine students of Ramechhap district in terms of pronunciation, accuracy, fluency and vocabulary. This study was carried out based on the primary sources of data. The sample of population of the study consisted of forty students of grade nine from four schools of Ramechhap district. This study was carried out by using a survey research design. The required data were collected by administering test items such as interview and picture descriptions. After the analysis and interoperation of collected data, it was found that students' performance was not satisfactory, mostly used mother tongue.

This thesis consists of five chapters. The first chapter presents the introduction of the study in terms of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of study and operational definition of the key terms. The second Chapter consists of review of related literature and conceptual framework. Under this chapter, there are different sub headings: review of the related theoretical literature, language teaching and learning, English language teaching, speaking, teaching speaking skills, testing speaking, speaking ability, components of speaking skill, review of related empirical literature implications of the review for study and conceptual framework.

Third chapter presents the methods and procedure of the study, under this chapter design and method of the study, population sample and sampling

procedure study area / field, data collection tools and techniques, data collection procedure, data analysis and interpretation procedure.

Chapter four presents the finding and interpretation of collected data in different tables of different schools. Analysis and interpretation of the results, findings / results, the criteria of gradation, analysis and interpretation of results, analysis of collected data through test items, overall ability of the grade nine students, analysis and interpretations of the data in terms of schools, individual analysis of speaking ability of school 'A', individual analysis of speaking ability of school 'B', individual analysis of speaking ability of school 'C', individual analysis of speaking ability of School 'D' and analysis of aspect of ability . Chapter five presents the summary, conclusion and recommendations of the study in different levels, policy related, practice related and further research related. Finally, I included the references and appendices which are necessary for the validation of the research.

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CHAPTER – ONE

INTRODUCTION

This is the study on “Ability of Grade Nine Students in English 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 definitions of the key terms.

1.1 Background of the Study

Language exists in two forms, the spoken and the written forms. According to Harris (1977, p.9), speaking and writing themselves are the encoding process whereby we communicate our ideas, thoughts, or feelings through one or the other form of language; and listening and reading are the parallel decoding process by which we understand either a spoken or written message. We may therefore, say that language includes four skills, or complexes of skills: listening, speaking, reading and writing. It is perhaps in this order that we originally learned our native language, and it is in that order that any foreign language is now very frequently taught.

Among these four skills of language, listening and reading fall under the category of receptive skills while speaking and writing fall under the category of productive skills. These skills are used for various purposes.

Harmer (1991, p.85) states, “Literate people who use language have a number of various abilities. They will be able to speak on the telephone, write letters, listen to the radio and read books.”

Haycraft (1978, p.17) opines, to be able to use the language, to convey thoughts, intentions, wishes, information, etc a person needs a mastery of

various elements. The objective of teaching language is to enable the students to communicate in that language. Language learning is gaining the skill of language which is also important in real life situation. Therefore, this study examined the speaking ability of grade nine students.

1.2 Statement of the Problem

English is taught as a compulsory subject from grade one to Bachelor level as a part of the foreign language learning in Nepal. Besides, students learn and use English language as it is the medium of instruction in the private schools but in government schools, English is rarely employed as medium of instruction. Secondary level curriculum has emphasized the development of listening, speaking, reading and writing skills. The study seeks to address some major concerns in their learning their speaking perspective. The present study aims to identify 'English speaking ability of grade nine students'. So, the present studies become highly valuable as it clarifies the need and importance of students' ability of speaking English. Further, it opens the gates for further researcher. The study explores the educational value of teaching and learning ELT from learner's eyes.

1.3 Objectives of the Study

This research had following objectives:

- a. To find out the ability of grade nine students in English speaking in terms of pronunciation, accuracy, fluency, and use of vocabulary.
- b. To suggest some pedagogical implications.

1.4 Research Question

The following were the research questions :

- a) What is the students' ability of speaking in pronunciation ?
- b) What are their abilities in accuracy ?
- c) What is the level of their speaking fluency ?
- d) What is the level of their speaking in vocabulary ?

1.5 Significance of the Study

Each and every research work provides some fruitful views or guidelines for those who want to be familiar with that work. In the same way, this study will be significant to the students, teachers, and those who are engaged in materials design to facilitate the classroom teaching. The findings and recommendations of this study will be beneficial to the persons who are directly and indirectly associated to linguistics and language teaching. It is expected that the research will have an input for the students, teachers, textbook writers and curriculum designers.

1.6 Delimitations of the Study

This study had following delimitations:

- I. The population of the study was limited to 40 students of grade nine of Ramechhap District.
- II. The study was limited to find out the speaking ability of grade nine students in terms of pronunciation, accuracy, fluency and vocabulary.
- III. The study was limited to primary data collected by using test items.
- IV. The study was limited to survey research design.

1.7 Operational Definition of Specific Terms

Experience : It refers the collection of activities from which an individual may get knowledge.

Material: In this research material refers to the speaking materials of English language teaching.

Speaking ability : It refers the capacity to speak English

Students: In this research the students refer who are studying at secondary level in Ramechhap district

Teacher: In this research teacher refers who are teaching English at Secondary level in Ramechhap district.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the detailed review of related works and their implications for on the study. In the same way, the theoretical concepts and conceptual framework are also included in this chapter.

2.1 Review of the Related Theoretical Literature

In this section, I have reviewed the different theoretical literatures such as language teaching and learning, Component of speaking skill, Speaking ability , testing speaking, the main speaking difficulties and review of the related literature in order to develop theoretical ground for my research.

2.1.1 Language Teaching and Learning

Teaching and learning of English in Nepal was started with the establishment of Durbar high school in 1889 A.D. and the formal beginning of English Education in higher education started with the opening of Tri-Chandra collage in 1918 A.D. At that time literature was focus of the study and the reading and writing skills were more emphasized.

Teaching and learning of English has been satisfactory due to different reasons. Such as lack of trained teachers, lack of sufficient teaching materials, lack of proper fund, problem in curriculum and textbook designing and so on. The other main problems are selection of appropriate teaching approach method and technique.

Before the implementation of National Education System Plan (NESP 2028 B.S.) the grammar translation method was widely used. The medium of instruction at that time was mother tongue of the students. Students were asked to recite the rules of the language which they failed to apply in actual communication. Because of the world wide influence of the audio lingual method, NESP 2028 BS adopted the method for teaching English in our country, too, which emphasized spoken form of language as well as inductive teaching of grammar. Several attempts have been made to develop effective approaches and techniques for teaching English in the world as well as in Nepal. Now, the new curricula for school have been designed on the basis of the communicative approach in which grammar is supposed to be taught inductively through communicative activities.

2.1.2 English Language Teaching

Human beings acquire their mother tongue as they grow. In the case of second or foreign language learning, they need a kind of training or help if they have to learn a language. Language teaching is the process of facilitating students learning. Regarding language teaching, Richards and Rodgers (2010, p.1) write, "Language teaching came into its own as a profession in the twentieth century". Due to its increasing popularity English language teaching has been established as a popular job.

English is taught as a foreign language in Nepal. It is taught as a compulsory subject from school level to college level. The development of science and technology added to the importance of English language teaching in the context of Nepal. English language is mostly used language in the present world, due to its strong economic, cultural and

political back up. It has become powerful language in this present globalized world. The knowledge of English is an inevitable to survive. It is one of the languages of UN and mostly used linguafranca in an international communication. Most of the valuable information is available in English. Now, English is taken as prerequisite to in an international business and communication. So, sound knowledge in spoken and written English is necessary in order to sustain in the age of information and technology.

English has occupied a very significant place in Nepal particularly in the academic, professional, and technical fields. Regarding the historical development of English language in Nepal, Bhandari (2006) writes, "In Nepal, English was introduced formally in the school level Education system about one hundred fifty years ago that was in 1854 A.D." The Prime Minister Junga Bahadur Rana established Darbar High school in order to give Education to their sons and relatives. Regarding the college of education in Nepal, after fifty four years English Education at high school, Nepalese students could avail themselves of English Education at higher Education which started with the establishment of Tri-Chandra college in the year of 1918 with the establishment of the democracy in 1950 A.D. All people were free to get education. And many schools were established rapidly in the nation. In order to systematize the education of the nation different commissions were formed.

2.1.2.1 Speaking Skill

Speaking occupies the second position in the natural order of language skills. It is a productive skill like writing and very complex activity. It is

difficult to describe how utterances are processed and how they come out while speaking.

According to Sharma (2012, p. 57) Speaking takes place in a situation where the speaker is under pressure to produce his utterances without having much time to recognize what and how he wants to say. Oral interaction is very complex that even professor of English who can speak on an academic topic for hours to an audience (monologue) may have difficulty in coping with the situation where he has to get things done orally interacting with English speaking people. Speaking is based on successful interaction. This process involves both production and comprehension.

The major objectives of most of the language programmers are to prepare the learners for meaningful interaction making them able to use and understand natural speech forms. Genuine interaction speech differs from class room discourse in many ways. Ur (1996, p.118) identifies "four characteristics of successful speaking activity: learner's task, participation is even, motivation is high and language of an acceptable level".

Speaking is crucial part of second language teaching and learning. Despite its importance, for many years teaching speaking has been undervalued and English teachers have continued to teach speaking just as repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students communicative skill because, only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances. Regarding the

teaching and learning speaking, Kayi (2006, p.7) means to make the learners able to:

- I. Produce English speech sound and sound pattern.
- II. Use words and sentence stress, intonation patterns and the rhythm of the second language.
- III. Select appropriate words and sentences according to the proper social setting.
- IV. Organize their thought in a meaningful and logical sequence.
- V. Use the language quickly and confidently with few unnatural pauses.

Speaking is the primary productive skill in oral mode. It is a thinking process of cognitive type and conveying message in its own right. It demands conscious intellectual behaviour. It is the first human activity which has been practiced by human beings since memorable time.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

Speaking is the ability to communicate informally in everyday subjects with sufficient ease and fluency to hold the attention of the listener. Speaking, like other skills, is more complicated and complex than it seems first and involves more than just pronouncing words.

Native speakers can speak fluently and accurately in a natural way. There are some features of natural speech. Regarding speaking skill, suggests some micro skills involved in the speaking skills which are as follows.

-) Pronounce the distinctive sounds of language clearly enough so that people can distinguish them. This includes making tonal distinction.
-) Use stress and rhythmic patterns, and intonation pattern of language clearly enough so that people can understand what is said.
-) Use the correct forms of words. This may mean for example changes in the tense, case, and gender.
-) Put words together in correct order.
-) Use vocabulary appropriately.
-) Use the register or language variety that is appropriate to the situation and relationship to the conversation partner.
-) Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
-) Make the main ideas stand out from supporting ideas or information
-) Make the discourse hang together so that people can follow what you are saying.

Speaking is a very sensitive process. A piece of writing can be corrected but a speech once gone can not be corrected.

2.1.2.2 Teaching speaking skill

Language means something spoken. Language learning mainly refers to learning speaking. Therefore, teaching speaking is the main part of language teaching. Teaching speaking means to make the learners able to speak fluently, accurately, and confidently in proper social setting, audience, situation, and subject matter.

Kayi (2008, p.5) suggests the activities to promote speaking in the second language as brain storming, story telling, picture narrating, picture describing

and finding the difference. Various aspects are included in the speaking such as pronunciation, accuracy, fluency, and vocabulary.

Rivers (1968, p.41) suggests the following three key items for teaching speaking:

- i. Form focused instruction; that is attention to detail of pronunciation, grammar, vocabulary and so on.
- ii. Meaning focused instruction; that is opportunities to procedure meaningful spoken messages with real communicative purpose; and
- iii. Opportunities to improve fluency.

The above mentioned elements should be included in speaking class. Form focused instruction at the elementary level, meaning focused instruction at the intermediate level and fluency activities at the higher level should be included.

The internet journal suggests the areas of knowledge in teaching speaking :

-) Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.
-) Function (transaction and interaction): knowing when clarity of message is essential.
-) Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers relative roles of participants):
Understanding how to take into account that is speaking to whom in what circumstances, about what and for what reason.

In the communication model of language teaching, instructors help students to develop this body of knowledge by providing authentic practice that prepares students for real life communication situation. But teaching speaking is not an

easy task. It is a challenging job. The problem may lie with the teaching process with the students or with the material itself.

Ur (1996, p.121) states following four problems of speaking :

1. **Inhibition** : Learners are often inhibited about trying to say things in a foreign language in the classroom. They worry about making mistakes.
2. **Nothing to say** : They cannot think of anything to say. They have no motive to express themselves.
3. **Low and uneven participation** : Only one participants can talk at a time if he or she is to be heard. In a large group each one will have only very little talking time.
4. **Mother Tongue Use** : Learners share some mother tongue and they tend to use it because it is easier.

There is no solution to all the problems. However, Ur (1996, p.121) suggests some of the ways to solve the problems of speaking. They are using group work; basing the activity on easy language making a careful choice of topic and task to stimulate interest, giving some instruction or training in discussion skill, talking to learners to make sure that everyone in a group contributes to the discussion and keeping students speaking the target language.

2.1.2.3 Testing Speaking

Testing speaking generally refers to testing speaking ability. The purpose of testing speaking skill is to collect evidence in a systematic way that will support an inference about the construct. The speaker's ability varies from situation to situation. A minor change in situation may lead him/her to appear different in the way s/he produces an utterance. There are various ways for

testing, speaking skill, only some of which will be suitable for a particular test programme.

According to Underhill (1994, p.44), the activities to be included in a speaking test are: discussion, conversation, oral report, learner-learner joint discussion/decision making, role play, interview, learner-learner description and re-creation, form filling, making appropriate response, question and answer, reading blank dialogues, using a picture or picture story, giving instruction/description, explanation, précis or tell story or text from oral stimulus, reading aloud, translating, interpreting, sentence correction, sentence transformation, sentence repetition, etc. Harris (1997, p.83) suggests three techniques for representative information or oral production.

1. Relatively unstructured interview, rated on a carefully constructed scale.
2. Highly structured speech sample (generally recorded), rated according to very specific criteria.
3. Paper-and-pencil objectives test of pronunciation, presumably providing direct evidence of speaking ability.

Out of the above three techniques, the rated interview is undoubtedly the most commonly used technique, and the one with the long history. Paper and pencil tests of pronunciation have been used off and on for years, generally in combination with other types of assessment. Highly structured speech samples, as the term will be used here, appear to be relatively recent and have not as yet won much acceptance in American testing of English as a second language.

According to Kenji(2008) states: Reading aloud, conversational exchange, and tests using visual material as stimuli are common test

items for testing speaking. Oral interview, role play tests, and group or pair activities are also useful. One of the great difficulties in testing speaking is the assessment and the scoring. (2008, p. 40)

Testing speaking is not an easy task. It is a complicated and complex activity. However, it is a crucial part of language teaching and encourages speaking skill.

2.1.2.4 Speaking Ability

Language ability or linguistic ability is the ability of an individual to speak or perform in an acquired language. According to Stern (1983, p.341),

Ability can be looked as a goal and thus be defined in terms of objectives or standards. These can be served as criteria by which to assess ability as an empirical fact, that is the actual performance of given individual learners or groups of learners. He further states that ability ranges from zero to native-like ability . The zero is not absolute because second language learners as speaker of at least one other language, his first language, knows language and how it functions. Complete competence whatever its definition, is hardly ever reached by second language learner.

The ability refers to the examinee's ability in a particular area of competency in order to determine the extent to which they can function in a real language use situation. Hossein, Farhady (1983, p.1), "Speaking ability refers to the ability to express one's own ideas, thoughts, feelings, information and emotions accurately, fluently and confidently in a real language use situation."

In the field of second language, the native like ability is rare but one can have near native ability in speaking. The term ability is not the an absolute term.

It is a matter of various levels as low speaking ability , mid speaking ability , and advance speaking ability .

According to Harris (1969, p.84) a proficient speaker has intelligible pronunciation few occasional grammatical errors which do not, however obscure meaning use of vocabulary is virtually that of native speaker, and speaks effortlessly.

Rivers (1968, p.191) opines that every act of communication does not involve a rapid fire exchange. There are hesitation, cliché expression which fill pauses much frequent indefiniteness as the emitter seeks the most suitable combination of elements to express meaning.

2.1.3 Components of Speaking Skill

There are some components which affect our speaking skill. Vershney (2008, p.87), writes,

There are mainly three components of speaking: pronunciation, communicative and social component. Linguistic or pronunciation component of speaking skill deals with how to use or produce sounds stress and intonation in the language. Communicative component refers to how to communicate things for converting message by using language and social component is totally the non communicative component of speaking skill.

There is no information gap even then we speak to serve the function of maintaining social relationship. According to the pedagogical point of view, there are following components of speaking skill:

i. Articulation and production of sounds and sound sequences

) Articulation and production refer to the same thing apart from the fact that production is the general term and articulation is specific. In other words, this is related to the pronunciation of segmental sounds individually and in groups respectively.

ii. Production of Stress and Intonation patterns

This component refers to the pronunciation of supra -segmental features: stress, and intonation. The same word or utterance with stress in different syllables may mean different things. Similarly, the same utterance with different intonation patterns may mean different things. Therefore, the proper use of stress and intonation pattern of a sentence in a class, they are: using the teachers' voice, using gestures, and the blackboard. In terms of teaching intonation: repetition, use of gestures, and back chaining are helpful.

iii. Connected Speech

Speaking is not the production of segmental sounds and supra segmental features in isolation. Speaking mainly occurs in connected speech which refers to spoken language when analyzed as a continuous sequence as in normal utterances and conversations. However, this component refers to the ability of assimilation all the individual linguistic units together in connected speech for full communication. Therefore, connected speech is nothing but one of the communication skills in oral production of language. Harmer (1991, p.331) suggests a three stage procedure for teaching students about the features of connected speech, they are: comparing, identifying, and production.

iv. Communicative Skills

Communicative skill refers to the total ability to communicate a message using a language. It includes communicative competence and also refers to the ability to manipulate the linguistic knowledge for the sake of communication.

In communicative skills, Littlewoods (1981) says, there are two types of communicative activities or skills: pre communicative and communicated activities.

v. Phatic Communion

It is the social component of speaking skill. In general, we do not write anything if there is nothing to convey but we must talk even if there is nothing to say. When we come across with other people this kind of speech is used to serve the function of phatic communion. Phatic communion provides lubricant for social interaction and plays important roles for 'ice breaking'. They are the reflection of communicative attitude rather than facts. This kind of utterance was given the name phatic communion by the British Polish anthropologist Malinowski (1884-1942) to refer to communication between people which is not intended to seek or convey information but has the social function of establishing or maintaining social contact.

2.1.4 Testing Speaking

i. Testing Connected Speech

Connected speech refers to spoken language when analyzed as a continuous sequence, as in normal utterances and conversations speech discrimination deals with the discrimination of sounds and stress and

intonation in a single word, phrase, or sentence intonation whereas all the individual linguistic units are assimilated together in connected speech for full communication, which is the main function of language.

Therefore, testing connected speech indicates testing communication skills in oral production of language. Some of the techniques for testing connected speech are:

a) Oral Drills

Oral drills also can be used for testing both discrimination and connected speech. As we have already discussed, the repetition drill technique is used for testing discrimination whereas the focus of structure drills and situational drills is in testing connected speech. Such drill is useful especially for informal classroom progress test.

b) Reading Aloud

This technique, which is discussed previously for testing speech discrimination, can be used also for testing connected speech but the only fact is that the test of reading aloud constructed for testing discrimination may not be used for testing connected speech. In other words, the extract to be read out by the student should be of different types according to different purposes.

c) Picture Description

Pictures, maps and diagrams can be used for testing connected speech. Pictures or maps, used with stimuli for oral responses, provide a realistic context for the structural pattern being tested. The concrete examples of test items with pictures, maps and diagrams are given separately.

- a. Picture, in this technique, series of pictures are given and the students are asked to say what these are and what they are used for (if the pictures represent objects) or they are asked to describe the pictures, or to describe what people are doing there is a single picture representing actions).
- b. Map: The students may be asked to look at the map. They are then asked to suppose that someone is at a place in the map and want to go to another place in the map requiring the students telling him how he can go there can go there.

2.2 Review of Related Empirical Literature

Different research studies are carried out in the field of speaking skill under the Department of English Education. And some research works are carried in ability of speaking skill. Thus I have made the foundation of my research work based on those previously carried out research studies related to teaching speaking skill. Some of them are reviewed below:

Cullen (1998) conducted his on the topic “Brainstorming before Speaking tasks”. In this research study, his main concern was how brainstorming was beneficial for teaching conversation in language classes. The finding of the study showed that brainstorming was very helpful activity to introduce language classes. This study indicated that the use of brainstorming became better tool for making the better speakers. Additionally it also gave the pleasure and enjoyment in teaching.

Neupane (2008) conducted an experimental research on “Effectiveness of speaking and listening” in secondary level English students. The objective of his research was to find out the reciprocal relationship between speaking and listening. The research study was conducted on the students of grade VI in a secondary school of Nawalparasi district. Both primary and secondary sources were used for the data collection. The researcher took 60 students as sample by using random sampling method. Test items, observation and prepared questionnaires were the main tools for the data collection. The conclusive finding is that though there is no one to one direct relation between speaking and listening, there certainly exists certain kind of relationship which needs the attentions of students and educationists.

Malla (2011) carried out the research entitled "Developing ability in spoken English of Grade ten students". The main objectives of the study was to find out the impact of direct method on the ability of the students of grade ten in speaking skill. He used only one tool, that is test items to elicit required information for the study. He used 50 students of grade 10 studying at Shree Mahakali Namuna H.S.S. in Mugu district as primary sources of data. He found that use of direct method in teaching language functions as a classroom teaching has been found better in ability of the students in speaking skill.

Paudel (2011) conducted his study on Speaking ability of the secondary level students. The main objective of his study was to find out the ability level of students in speaking skill of the secondary level students used test items for the collection of data. Test items were interview and picture description to student. The field study of his research was Kathmandu

district his research was limited to the 3 private and 3 public secondary schools of the Kathmandu District. Twenty students from each school were taken as a sample of the study from over all study. The speaking ability was measured in pronunciation, accuracy fluency and vocabulary. He found that the performance of the student of grade 9 and 10 from private school was better in pronunciation.

But, the concrete and clear impact in Teaching English language with the implementation of English speaking ability is not clearly mentioned anywhere. Therefore, this study was conducted to find out the English speaking ability to grade nine students.

2.3 Implication of the Review for Study

Research work takes advantage of knowledge which was explored in the past. The review of the research provides practical ideas for carrying out the research in present context.

The research studies conducted under the Department of English Education were based on different disciplines of English language teaching for the purposes of providing ample ideas to related students, institutions, teachers, book writers and so on. From the vast ocean, I have selected some past research studies among them are :

Brown's (1980) research entitled, "Teaching Speaking and Skills in the Elementary and Secondary School," views the methodology applied in teaching listening and teaching speaking.

Malla (2011) carried out the research entitled "Developing ability in spoken English by Grade ten students." He found that use of direct

method in teaching language functions as a classroom teaching has been found better in ability of the students in speaking skill.

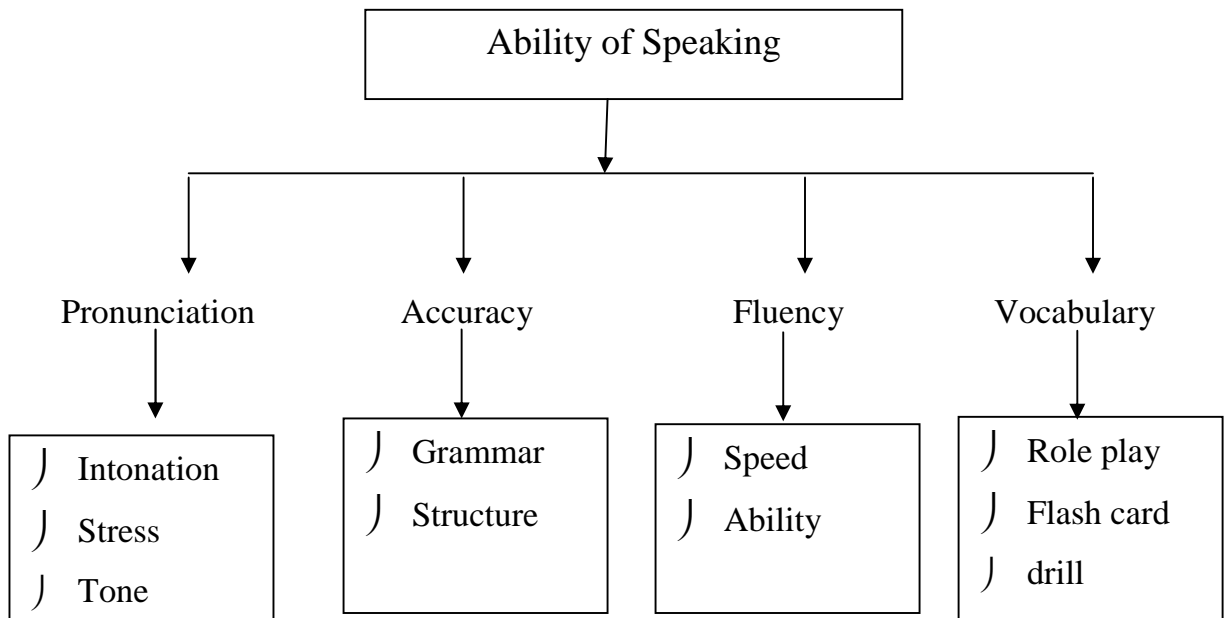
Neupane (2008) conducted an experimental research on “Effectiveness of speaking and listening” in secondary level English students. The conclusive finding is that though there is no one to one direct relation between speaking and listening, there certainly exists certain kind of relationship which needs the attentions of students and educationists.

Paudel (2011) conducted his study on speaking ability of the secondary level students. He found that the performance of the student of grade 9 and 10 from private school were seen better in pronunciation. The speaking ability was measured in pronunciation, accuracy fluency and vocabulary.

So, I have got theoretical and practical ideas from their work. The present work is different from reviewed studies as I tried to find out the ability of speaking in terms of pronunciation, accuracy grammar fluency and vocabulary and to suggest some pedagogical Implications.

2.4 Conceptual framework

Based on description above Conceptual Framework for my study is presented below:



CHAPTER –THREE

METHODS AND PROCEDURES OF THE STUDY

Any kind of research needs to adopt the certain framework to achieve the desired goals of the research work. Kumar (2006, p.7) says, "To qualify as research the process must have certain characteristics: it must be as far as possible controlled, rigorous, systematic, valid, verifiable, empirical and critical". To make this research as scientific as well valid, I followed the following tools, techniques, and procedure to gather the required data for the study.

3.1 Design and Method of the Study

I adopted survey research design to carryout this research. Survey is the most commonly used method of investigation in Educational research which can be carried out either by a group of researchers or by an individual. Data are collected only at a single point of time aiming to obtain overview of phenomenon, event, issue or situation. The sample should be representative of the study population as a whole. The findings of survey are generalizable and applicable to the whole group.

According to Cohen, Manion and Morrison (2007, p.205) :

Survey gathers data at a particular point in time with the intention of describing the mature of existing conditions or identifying students against which existing condition can be compared or determining the relationships that exist between specific event.

According to Bryman (1989, p.183), educational survey involves the collection of data from the associates' student, teachers, and other concerns and it's analysis to eliminate the problems related to Education.

Education survey addresses the Educational problems and generalizes its finding on the basis of representative sample of a specific target population. It is a single time data gathering procedure and examination of those data of discern to pattern of association. The quantifiable data is assumed to obtain by using the structured tools and analyzed to find out the pattern of association.

Thus, Survey is the best research design carried out to find out public opinion and attitudes of different professionals to assess certain activates and study certain trends almost at single point of time. It generally addresses a large group of population. The sample should be the representative of the study population as a whole. Selection of a representative sample from the population as a whole is a difficult but very important and sensitive task. Sampling is done to obtain the practicability of the study and finding will be generalized to the whole group.

According to Nunan (2010, p.141), there are eight steps of survey research design. They are defining objectives, identify target population, literature review, determine sample, identify survey instruments, design survey procedures, identify analytical procedures, determine reporting procedure. I followed the same procedure in my research.

3.2 Population sample and Sampling Procedures

In my research study, I selected 40 grade nine students for the sample of study from four public schools. Ten students from each school were selected by using purposive non random sampling procedure.

3.3 Study Area/Field

The research area of this study was the secondary level schools of Ramechhap district in Manthali Municipality. It is concerned with examining speaking ability of grade nine students.

3.4 Data Collection Tools and Techniques

The main tool for data collection was the test items. I developed test items including general interviews and picture description.

3.5 Data Collection Procedure

I adopted the stepwise methodology/procedure to collect the required data for this work. I selected four secondary level schools of Ramechhap District. The following procedures were followed:

- I. Firstly, I prepared speaking test items.
- II. Then I visited the selected secondary schools of Ramechhap district, took permission from the authority and contacted with English teacher.
- III. Then I consulted English Teacher and requested students to take part in the research.
- IV. After that I conducted non random sampling procedures to select students from large number of students.
- V. The time duration given to each student was fifteen minutes.
- VI. Then questions were asked from speaking test paper by recording, transcribing, and marking.

3.6 Data Analysis and Interpretation Procedure

By and large, most of the survey researchers are qualitative and quantitative in nature. Being a survey research it has the characteristics of both qualitative and quantitative analysis. In this study the collected data were analyzed and interpreted descriptively and statistically.

CHAPTER - FOUR

ANALYSIS AND INTERPRETATION OF THE RESULTS

This chapter deals with the analysis and interpretation of the data collected from the students. The objective of the research was to find out the English speaking ability of secondary school of Ramechhap district.

The students' responses were collected, and then analyzed. The performance of the students was analyzed on the basis of the score they obtained.

4.1 Overall Ability of the Grade Nine Students

Table 1

The Average Scores of Grade Nine Students on Various Components of Language

School components	School				Mean score	Percentage
	A	B	C	D		
Pronunciation	13	11.3	12.3	10.6	11.8	47.2
Accuracy	11.9	10.3	9.8	9.3	10.3	41.3
Fluency	12.1	12.3	10.1	9.1	10.9	43.6
Vocabulary	12.2	11.9	11.4	9.1	11	43.8

As presented in the Table 1, it was found that the average score of the students in pronunciation was 11.8 out of 25 (47.2%). Likewise, the average score in accuracy was 10.3 out of 25 (41.3%),. In the same way, average score in fluency and vocabulary were 10.9 out of 25 (43.6%) and 11 out of 25 (43.8%) respectively. It was found that ability of pronunciation was better than that of other components. that accuracy, fluency and vocabulary. The mean value of overall results of grade nine students has been shown in table 2.

Table 2
The Mean Value of the Students of Grade Nine

Test score	No of students (F)	Mid value (X)	FX
90-99	-	94.5	-
80-89	-	84.5	-
70-79	-	74.5	-
60-69	3	64.5	193.5
50-59	7	54.5	381.5
40-49	17	44.5	756.5
30-39	12	34.5	414.
20-29	1	24.5	24.5
10-19	-	14.5	-
0-9	-	4.5	-
	N= 40		$\Sigma fx = 1770$

The mean value was $(\bar{x}) = \frac{\phi fx}{N} = \frac{1770}{40} = 44.5$

This table No .3, shows the overall result obtained by the students and grade nine.

Table 3

The Overall Result Obtained by the Students of Grade Nine

Test scores	No of students (f)	Mid values (X)	Fx	Grade	Percentage
80-100	-	90	-	A	-
60-79	3	69.5	208.5	B	11
40-59	24	49.5	1188	C	68
20-39	13	29.5	383.5	D	21
0-19	-	9.5	-	E	
	40		1780		100

$$\bar{x} = \frac{\sum fx}{N} = \frac{1780}{40} = 44.5$$

The mean value was 44.5

As shown in the table 3. It was found that the ability level of the students was average. 11 percent students obtained good marks and were assigned under 'B' category. 68 percent students were categorized under 'C' category i.e. average level only 21 % students were placed under below average or 'D' category. The average speaking ability of the students of Ramechhap district was of grade 'C' or average.

4.2 School wise Analysis of Data

Table 4

Individual Analysis of Overall Result of School 'A'

S.N.	Pronunciation	Accuracy	Fluency	Vocabulary	Total
1	19	17	17	19	72
2	16	14	14	16	60
3	18	17	19	16	70
4	17	16	18	16	67
5	12	10	12	12	46
6	11	06	11	10	38
7	14	13	14	13	54
8	10	10	10	10	40
9	14	10	14	15	53
10	12	12	11	11	46
Total	143	125	140	138	546
Mean Score	14.3	12.5	14	13.8	54.6

As stated in the above table, individual analysis of speaking ability of school 'A' shows that most of the students were able to respond the oral questions asked by the researcher. They tried to answer all types of test items. Their pronunciation was found to be better than that of their accuracy, fluency and vocabulary.

Table No. 5

The Student's Ability in Speaking Skill of School A

Test-scores	No-of students (f)	Mid values (x)	Fx	percentage
80-100	-	90	-	-
60-79	4	69.5	278	40
40-59	5	49.5	247.5	50
20-39	1	29.5	29.5	10
0-19	-	9.5	-	-
Total	10	-	555	

Most of the students' ability was average i.e. (40-59), 40 percent of the total students were under the ability level 'B' i.e. good ability level and (20-39), 10 percent of students were below average ability i.e. 'C' category. And 10 percent of students (20-39) had got below average ability level. The mean value was 55.5

Table 6
Individual Analysis of Overall Result of School 'B'

S.N.	Pronunciation	Accuracy	Fluency	Vocabulary	Total
1	12	10	14	10	46
2	17	16	17	16	66
3	12	11	11	11	45
4	18	16	18	18	70
5	10	11	12	11	44
6	11	10	11	10	42
7	12	13	14	14	54
8	10	10	10	10	40
9	16	11	15	15	57
10	17	11	16	14	58
Total	136	119	138	129	522
Mean Score	13.6	11.9	13.8	12.9	52.2

As shown in the table 6, the students of this school were found to be satisfactory in fluency. They could speak rather fluently without any hesitation, fillers and pauses. Their pronunciation was better than accuracy and vocabulary. The students vocabulary were very limited. The accuracy of their utterances were very poor. The total ability in the speaking skill was in average category.

Table 7
The Student's Ability in Speaking Skill of School B

Test-scores	No-of students (f)	Mid values (x)	Fx	percentage
80-100	-	90	-	-
60-79	2	69.5	139	20
40-59	8	49.5	396	80
20-39	-	29.5	-	-
0-19	-	9.5	-	-
Total	10		535	

Most of the students' obtained average mark and were assigned under 'C' grade. Only 20 percent of the students obtained good mark. It revealed the average performance of the students in speaking skill. The mean value was 53.5.

Table 8

Individual Analysis of Overall Result of School 'C'

S.N.	Pronunciation	Accuracy	Fluency	Vocabulary	Total
1	15	14	10	10	49
2	13	10	12	12	47
3	12	9	11	12	44
4	14	10	13	12	49
5	15	10	15	12	52
6	16	14	15	16	61
7	12	7	9	9	37
8	18	15	12	18	63
9	11	12	12	8	43
10	11	7	10	11	39
Total	137	108	119	120	484
Mean Score	13.7	10.8	11.9	12.0	48.4

On the basis of table 8, the ability of the students in speaking seemed average. It was found that the pronunciation of the students was better than their accuracy, fluency and vocabulary. Misuse of the words and very limited vocabulary made comprehension very difficult. There were forty students studying in grade nine.

Table 9
Individual Analysis of Overall Result of School 'C'

Test-scores	No-of students (f)	Mid values (x)	Fx	percentage
80-100	-	90	-	-
60-79	2	69.5	139	20
40-59	6	49.5	297	60
20-39	2	29.5	59	20
0-19	-	9.5	-	-
Total	10		49.5	

As shown in table 9, 20 percent students were graded under 'B'.5.category i.e. they performed good. 60 percent students were of average ability and were graded under 'C" i.e. and 20 percent students were graded below average or under 'D' category. They had very limited vocabulary. They had wrongly used vocabulary and their structural accuracy was limited. The mean value was 49.5.

Table 10

Individual Analysis of Overall Result of School 'D'

S.N.	Pronunciation	Accuracy	Fluency	Vocabulary	Total
1	18	16	15	17	66
2	17	16	15	15	63
3	13	13	14	12	52
4	14	12	13	12	51
5	16	16	16	15	63
6	16	14	14	15	59
7	19	17	16	17	69
8	12	11	11	12	46
9	18	17	15	16	66
10	15	14	13	16	58
Total	158	146	142	147	593
Mean Score	15.8	14.6	14.2	14.7	59.3

On the basis of table 10, it was found that the students of this school were good at pronunciation. The pronunciation was intelligible. The students' speaking skill seemed average. The students were found fluent in the oral presentation which they had already practiced in grade eight.

Table 11
Individual Analysis of Overall Result of School 'D'

Test-scores	No-of students (f)	Mid values (x)	Fx	percentage
80-100	-	90	-	-
60-79	5	69.5	347.5	50
40-59	5	49.5	247.5	50
20-39	-	29.5		-
0-19	-	9.5	-	-
Total	10		595	

As shown in table 11, 50 percent students were graded under 'B' category i.e. they performed well in speaking. 50 percent students were graded as average. The mean value was 59.5.

4.3 The Criteria of Gradation

On the basis of the ability description of Harris (1977, Page no 89) the criteria of grading students ability is given below.

Pronunciation

- ✓ Excellent - Has few traces of foreign accent.
- ✓ Good - Always intelligible though one is conscious of the definite accent.

- ✓ Average - Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.'
- ✓ Below average - very hard to understand because of pronunciation problems. Most frequently be asked to repeat.
- ✓ Poor - pronunciation problem so severe as to make speech virtually unintelligible.

Accuracy

- ✓ Excellent - Makes few (if any noticeable errors of grammar.
- ✓ Good - Occasionally makes grammatical errors which do not however obscure meaning.
- ✓ Average - Makes frequent errors of grammar which occasionally obscure meaning.
- ✓ Below average - Grammar and word order make comprehensively difficult, most often rephrase sentences.
- ✓ Poor - Errors in grammar so severe as to make speech virtually unintelligible.

Fluency

- ✓ Excellent - Speech on fluent and effortless as that of native speaker.
- ✓ Good - Speed of speech seems to be slightly affected by language problems.
- ✓ Average - Speech of fluency is rather strongly affected by language problems.
- ✓ Below average - Usually hesitation, often forced into speech by language limitations.

- ✓ Poor - Speech is show halting and fragmentary as to make conversation virtually impossible.

Vocabulary

- ✓ Excellent - Use of vocabulary is virtually like, the native speaker.
- ✓ Good - Sometimes uses inappropriate term because of lexical inadequacies.
- ✓ Average - Frequently uses the wrong words conversation. Somewhat limited because of inadequate vocabulary.
- ✓ Below average - Misuse of words and very limited vocabulary makes comprehension quite difficult.
- ✓ Poor - Vocabulary limitation to extreme as to make conversation virtually impossible.

The ability of the students were categorized and graded on the basis of the following criteria:

Table 12

Five - Point Rank Scale For Gradation

percentage	Grade	Ability level
80-100	A	Excellent
60-79	B	Good
40-59	C	Average
20-39	D	Below average
0-19	E	Poor

As shown in the table 12, for testing students' speaking in term of variable pronunciation, the students who had native like pronunciation

were assigned 80-100 percentage and grouped under 'A' category but no students were found to be under this category. Similarly, the students, whose pronunciation was intelligible, obtained 60-79 percentages and categorized under 'B' or good.

4.4 Analysis of Aspect of Ability

The four aspect of speaking ability has been analyzed in the following ways:

Pronunciation:

For testing students speaking in term of variable pronunciation, the students who had native like pronunciation were assigned 80-100 percentage and grouped under 'A' category but no students were found to be under this category. Similarly, the students whose pronunciation was intelligible, obtained 60-79 percentage and categorized under 'B' or good.

e.g. – My Village name is Manthali

vilage /veledge/

Students who had pronunciation problems and whose utterance was intelligible if listened carefully received 40-59 percent and graded under 'C' category or average.

e.g -Yes

-I labour hard

-It is a comb. It is used for combing hair.

Students whose pronunciation were quite erroneous were given 20-39 percent and were grouped under category 'D' or below average.

Students whose pronunciation problem was so severe as to make speech virtually unintelligible were assigned 0-19 percent or grouped under category 'E' However no students were found to be under this category in this study.

Accuracy

Similarly, those students who occasionally made grammatical error obtained 6-79 percent and were grouped under 'B' category or good.

e.g. – I will join college.

Likewise those students who made frequent errors of grammar which made the meaning unintelligible were given 40-59 percent and grouped under category 'C' or average.

e.g. -I bought a laptop

The students who used wrong order and made the utterance difficult to understand obtained 20-39 percent and were grouped under category 'D' category or below average.

e.g. – This is a spade to dig.

Similarly, the students whose errors in grammar were so severe as to make speech virtually unintelligible were given 0-19 percentage and were grouped under 'E' grade but no student was found to be under this category in this study.

Fluency

While testing students speaking ability in terms of their 80-100 percent were given to those students who performed fluent and effortless speech and were categorized under 'A' or Excellent. However, no students were

found to be under this category. In the same way, the students whose speed of speech seemed slightly affected by language problems obtained 60-79 percent and were grouped under 'B' or good.

e.g. - Good morning sir.....how are you ?

Similarly, students whose speech and fluency were rather strongly affected by language problems obtained 40-59 percent were grouped under 'C' category or average.

e.g.- I will..... I.....join.....

Students who spoke hesitantly often with pause obtained 20-39 percent and were grouped under 'D' category or below average.

e.g.- There are.....umm.....members.

Likewise students whose speech was so halting as to make conversation virtually impossible were given 0-19 percentage and were placed under 'E' category. But no students were found to be under this category.

Vocabulary

For testing students speaking in term of vocabulary those students who used the vocabulary virtually like native speakers were grouped under 'A' grade. However, no students' performance was found to be under this category.

Similarly, the students who use an appropriate terms because of lexical inadequacies received 60-79 percent and grouped under 'B' category or good.

e.g. – My village name is Pinkhure

Likewise, students who used wrong words because of limited vocabulary were given 40-59 percentages and grouped under 'C' category.

e.g. - Good morning sir, how are you today?

Students who missed the word which made the utterance unintelligible were assigned 20-39 percentage and grouped under 'D' category or below average.

e.g. – I will ... College

Similarly, students whose vocabulary limitation was so severe to as make a conversation virtually impossible were assigned 0-19 percentage but no students were found to be under this category.

4.5 Summary of the Findings

The present study has found the speaking ability of grade nine students was not satisfactory. After the analysis of the data it was found that students of grade nine were ready for learning speaking skill but they had average ability (68) in this skill. In 'C' category, 11 % student were in 'B' category and 21 % percent students were in 'D' category. On the basis of this study, the speaking ability level of students was not satisfactory.

- i. The pronunciation ability was found 11.8 (47.2%) which was higher than ability , accuracy, fluency and vocabulary percent.
- ii. The student's pronunciation was comprehensible though it was not native like.
- iii. It was found that the mean score in accuracy was 10.3 (41.3%) which showed the poor and low ability compared to others components.

- iv. The students committed errors in the use of auxiliaries, subject-verb agreement, tense and voice.
- v. The mean score in fluency was 10.9 (43.6%). Their ability in fluency was found to be good compared to accuracy and vocabulary.
- vi. In their utterance, repetitions, pauses (both- silent and filled) hesitation were found to occur.
- vii. The mean score obtained by the student in vocabulary was 11.3 (43.8%) which showed the average ability of the students in vocabulary.
- viii. The students often used inappropriate vocabulary which also affected their fluency.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendation of the study drawn from close analysis of the collected data.

5.1 Conclusion

Here, I have followed step wise procedure for collecting required data then and analysis and interpretation procedure are included. Chapter four mentions the finding and interpretation of collected data in different tables of different schools.

It was identified that teaching learning methodology has also a great role to deteriorate the performance level of the students. It can be argued that unless the methodology meets the interest, need and wants of the students it is difficult to improve the language performance of the students.

Curriculum of grade nine has great emphasis to develop their speaking skill but the students' performance are poor because of exposure. Teacher and students are expected to create English environment to meet the objectives of curriculum.

5.2. Recommendations

Every researches study should have its recommendation in one or another ways. So, this research work has also some recommendations. It is hoped that the finding of the study was utilized in the following mentioned levels. The recommendations on these levels have been presented separately below:

5.2.1. Policy Related

- i. Policy maker should have formulated the policy regarding the improvement of the students speaking ability in terms of pronunciation, accuracy, fluency and vocabulary.
- ii. The curriculum of English for secondary level should be designed to develop the student's accuracy, fluency and vocabulary and pronunciation.
- iii. The curriculum of compulsory English for secondary level/grade Nine English has given greater emphasis on developing speaking skill. So, steps should be taken to improve teaching and learning process in order to enhance the effectiveness of the course.
- iv. The governmental policies should be improved to give training to every teacher who are involved in teaching.
- v. There should be regular provision of practical and skill based training for all the secondary levels English teachers that makes them aware of the importance of teaching speaking skill.
- vi. Policy maker should formulate policy regarding the teaching speaking skill through communicative approach.

5.2.2. Practice Related

- i. Group work, pair work, and role play techniques are suggested to be applied in the class.
- ii. Audio-visual classes should be used to teach speaking skill.
- iii. Students should be encouraged to be participated actively in speaking activities.

- iv. The ability of speaking cannot be evaluated by written exam. So, the performance of the students in speaking should be evaluated and recorded regularly.
- v. English class should be student centered rather than teacher centered.

5.2.3. Further Research Related

- i. This research will provide a valuable secondary source for the researcher.
- ii. It will provide new research areas which are left to be investigated for example; researcher can carry out research work entitled speaking ability of the students of different level or grade.

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APPENDIX-III

MARKING SCHEME

INSTRUCTION TO THE EXAMINERS

The marking scheme is a guideline to the examiner. He should follow the instructions given below along with the possible answers/marketing criteria given in the scheme with marking speaking skill.

- a. "Speaking test would be marked on the basis of separate criterion such as: pronunciation, accuracy, vocabulary and fluency.
- b. Each and every aspects of speaking are measured in 25 marks.
- c. For students with visual difficulties are measured without asking, picture description charts, diagrams etc.
- d. marking of pronunciation

S.N.	Criteria of the Marking Pronunciation test	F.M.5	F.M 25
1	Few traces of mother tongue	5	21-25
2	Always intelligible one is conscious of definite accent.	4	16-20
3	Pronunciation problems, Concentrated Listening and occasionally lead to misunderstanding.	3	11-15
4	Very hard to understand due to pronunciation problems.	2	6-10
5	P. Problems severe as make speech virtually on unintelligible.	1	1-5

e. Marking of Accuracy

S.N.	Criteria of the Marking Accuracy test	F.M.5	F.M 25
1	Few noticeable errors of grammar	5	21-25
2	occasionally grammar errors to not obscure meaning.	4	16-20
3	Frequent errors occasionally meaning	3	11-15
4	Grammar and word order makes Comprehension difficult	2	6-10
5	So severe errors in grammar speech unintelligible.	1	1-5

f. Marking of Fluency

S.N.	Criteria of the fluency test	F.M.5	F.M 25
1	Fluent and effortless as native speaker	5	21-25
2	Speed of speech slightly affected language problems.	4	16-20
3	Speed and fluency are rather strongly affected by language problems.	3	11-15
4	Unusually hesitation by language limitations.	2	6-10
5	Speech is so halting and fragment tart to make conversation impossible.	1	1-5

g. Marking of vocabulary

S.N.	Criteria of the Marking Vocabulary test	F.M.5	F.M 25
1	Vocabulary that of native speaker	5	21-25
2	Sometimes uses lexical inadequacies	4	16-20
3	Frequently wrong words inadequate voc.	3	11-15
4	Misuse of words in adequate Voc.	2	6-10
5	Vocabulary limitations so extreme conversation impossible.	1	1-5

The aforementioned tables show that the speaking test was taken in 20 marks and each aspect of speaking was divided in 5 marks separately. But, in this thesis I have converted 20 marks of speaking test into 100 and separated 25 marks to each aspect, then, the basic criteria of marking was given and according to the criteria, each student was measured e.g. student who got 5 marks in pronunciation by following the criteria given were secured 21-25 marks in my thesis in terms of their ability s/he preformed.