

# CHAPTER - ONE

## INTRODUCTION

### 1.1 General Background

Language is the most precious gift for human beings by the help of which we express our ideas, feelings, thoughts and emotions. "It is the system of human communication which consists of structured arrangement of sounds for their written representation into large units e.g morphemes, words and sentences" (Richards et al.1999: 196).

Language is the most widely used means of communication, which is common to all. There are various modes of communication viz. aural, visual, olfactory, tactile and gustatory. However, linguistics involves only aural and visual modes of communication.

There are innumerable languages in the world. Among them, English is widely used language. It is a prestigious language of the world. It is spoken as a mother tongue in the countries like Britain, America, Canada, Australia etc. It is a standard language. It is not only one of six languages spoken in the UNO but also as the international lingua franca too.

#### 1.1.2 Language Skills

Language exists in two forms, the spoken and the written. According to Harris (1977, p.9), speaking and writing themselves are the encoding process where by 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 skill while speaking and writing fall under the category of productive skill. 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.

### **1.1.3 Speaking skill**

Language is primarily meant for speaking. So speaking takes place earlier than writing. All the living languages have spoken form but not all languages have written form. Thus speaking is universal.

Lado (1965, p.24) defines oral production or speaking skill as the ability to use language in essentially normal communication situation the signaling systems of pronunciation, stress, information, grammatical structure and vocabulary of the foreign language a normal rate of delivery for native speakers of the language.

"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 behaviours. 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 context" (Kayi, 2006, p.1).

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. Cross (1992:4) identifies the features of natural speech as, purpose, unpredictability, slips and hesitation.

Regarding speaking skill, <http://www/silinternational.org/> the Internal Journal 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.

#### **1.1.4 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 Find the Difference.

Various aspects are included in the speaking such as pronunciations, accuracy, fluency, vocabulary and so on.

Rivers (1968, p.41) suggests the 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.

NCLRC, <http://www/2004> (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.

(Interaction relationship building)

- ) 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 helps 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 challenging job. The problem

may lie with the teaching process with the students or with the material itself.

Ur (1996, p.121) states 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 solution for speaking. They are using group work, base 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 learners to make sure that everyone in a group contributes to the discussion and keeping students speaking the target language.

### **1.1.5 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 produce utterance. There are various

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

Underhill (1994, p.44) suggests the activities to be included in a speaking test which 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.

Of the three 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.

Reves (1992, p.179) introduces four techniques to test speaking proficiency as, a structured oral interview, Role play, Reporting task and group discussion.

"Speaking a second language is probably the most difficult skill to test in that it involves a combination of skills that may have no correlation with each other, and which do not lend themselves to objective testing. In addition what can be understood as a function of listener's background and ability as well as those of the speaker. Another difficulty is separating the listening skill from the speaking skill. In spite of the difficulties in testing speaking, it can be very beneficial in that it encourages the teaching of speaking in class. 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. If possible, the speaking tasks should be recorded and the scoring done from the tape. Aspects of speaking that might be considered in the assessment scale are grammar, pronunciation, fluency, content, organization and vocabulary" Kenji (2008, Internet Journal)

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.

### **1.1.6 Speaking proficiency**

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language.



According to Stern (1983, p.341), proficiency 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 proficiency as an empirical fact, that is the actual performance of given individual learners or groups of learners. He further states that "... proficiency ranges from zero to native-like proficiency. 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 proficiency 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. Farhady, et al (1983, p.1 The internet Journal).

Speaking proficiency 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 proficiency is rare but one can have near native proficiency of speaking. The term proficiency is not the absolute term. It is a matter of various levels as low speaking proficiency, mid speaking proficiency and advance speaking proficiency.

The proficiency description of Harris (1969, p.84) is mentioned below:

### **Pronunciation**

- A. Has few traces of foreign accent.
- B. Always intelligible though one is conscious of the definite accent.

- C. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
- D. Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
- E. Pronunciation problem so severe as to make speech virtually unintelligible.

### **Grammar**

- A. Makes few (if any noticeable errors of grammar)
- B. Occasionally makes grammatical errors which do not, however obscure meaning.
- C. Makes frequent errors of grammar which occasionally obscure meaning.
- D. Grammar and word order make comprehension difficult, most often rephrase sentences.
- E. Errors in grammar so severe as to make speech virtually unintelligible.

### **Vocabulary**

- A. Use of vocabulary is virtually that native speaker.
- B. Sometimes uses inappropriate term because of lexical inadequacies.
- C. Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary,
- D. Misuse of words and very limited vocabulary make comprehension quite difficult.

- E. Vocabulary limitation so extreme as to make conversation virtually impossible.

## **Fluency**

- A. Speech as fluent and effortless as that of native speaker.
- B. Speed of speech seems to be slightly affected by language problems.
- C. Speech of fluency is rather strongly affected by language problems.
- D. Usually hesitant, often forced into silence by language limitations.
- E. Speech is so halting and fragmentary as to make conversation virtually impossible.

Rivers (1968, p.191) opines, 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.

## **1.2 Review of Related Literature**

Regarding speaking skill a number of studies had been carried out.

**Giri** (1981) conducted a research on **English Language proficiency of the students of the grade ten in secondary schools of Doti and Kathmandu** and found that Urban school students had higher proficiency in English language than the rural students.

**Timisina** (2005) carried out a research to determine **the students' ability to communicate orally in English** and to compare the achievements of students in term of different variables. He found that although the syllabus of compulsory English was communicative, students'

performance was not satisfactory. There was no significant difference between male and female students' skills in communicating English.

**Oli (2007)** did a research to find out **the impact of information gap activities developing speaking skills**. It was found that the information gap activities had relatively a better and positive impact in teaching speaking.

**Paudel (2007)** conducted a research on **the proficiency of grade twelve students in speaking skill**. It was found that the situation of speaking skill proficiency of students in Nepal is not satisfactory and adequate to meet the specified objectives of English curriculum.

**Pandey (2007)** carried out a research about **teaching of speaking at the secondary level**. It was found that teaching speaking was more problematic because of less time allotment, large number of students, inhibition, lack of physical facility etc.

**Paudel (2007)** carried out a research about **testing quality of speaking test**. It was found the SLC speaking test was not of high quality in terms of contents, contexts, material and process. It was also found that the students of government school felt the language problems to understand the content, but the students of private schools felt easy to answer the question.

Only a few researchers have been carried out on proficiency of speaking skill and none of the research has been carried out on proficiency of speaking skill of grade ten students. So the researcher selected this topic for study.

### **1.3 Objectives of study**

This research had the following objectives:

- a. To find out the proficiency of grade ten students in the speaking skill in term of:
  - i. Pronunciation
  - ii. Accuracy (grammar)
  - iii. Fluency
  - iv. Vocabulary
- b. To suggest some pedagogical implications.

### **1.4 Significance of the Study**

This study is focused on speaking proficiency of the students in the English language. The findings and recommendations will be beneficial to the persons who are directly and indirectly associated to linguistics and language teaching. The study will work as a basis of improving speaking skill. It is expected that the research will have an input for the students, teachers, textbook writers and curriculum designers.

## **CHAPTER - TWO**

### **METHODOLOGY**

#### **2.1 Sources of Data**

The researcher collected data form the following two sources.

##### **2.1.1 Primary Sources**

The primary sources of data of the study were the students of grade ten studying Kapilvastu district.

##### **2.1.2 Secondary Sources**

The researcher consulted related books; Rivers (1972), Heaton (1988), Harrison (1991), Littewood (1983), Underhill (1994) etc. Journals; Staphit (2000), Kito, and Kito, (1996), Foarhady, et. al. (1983) etc. She consulted the theses completed in the Department of English language Education at T.U., Kirtipur

#### **2.2 Population of the Study**

The population of the study consisted of the students of grade ten of Kapilvastu district.

#### **2.3 Sample Population**

The research randomly selected four secondary level schools of Kapilvastu district and ten students from each school.

## **2.4 Tools for Data Collection**

For the collection of data, the researcher used test items which included oral presentation, picture description, story telling etc. The cassette player was applied to record the responses.

## **2.5 Process of Data Collection**

- i. The researcher prepared test items for data collection.
- ii. She visited four different selected schools of Kapilvastu district.
- iii. She prepared the schedule for conducting proficiency test through the help of the head teachers and English teachers.
- iv. The students' responses were recorded in the tape recorder.
- v. She tested the students' speaking proficiency by the help of the test items one by one in a comfortable environment.
- vi. She prepared the result of the test.

## **2.6 Limitations of the Study**

This study was limited to the following ways:

- I. This study did not deal with listening, reading and writing proficiency of the students.
- II. This study was limited to the students of grade ten of Kapilvastu district.
- III. This study was limited to forty students from four secondary schools.
- IV. The supra-segmental features like tone, intonation, stress were excluded.
- V. The proficiency of speaking was determined only on the basis of pronunciation, accuracy fluency and vocabulary.

## CHAPTER - THREE

### ANALYSIS AND INTERPRETATION OF DATA

#### 3.1 Introduction

This chapter deals with the analysis and interpretation of data collected from the students. The objective of the research was to find out the proficiency of speaking skill of grade ten students studying in Kapilvastu district.

The students responses were collected, checked and then the data were collected. The performance of the students was analyzed on the basis of the score they received.

##### 3.1.1 Overall Proficiency of the Students of Kapilvastu District

**Table No. 1**

**The Average Scores Obtained by the Students Understanding**

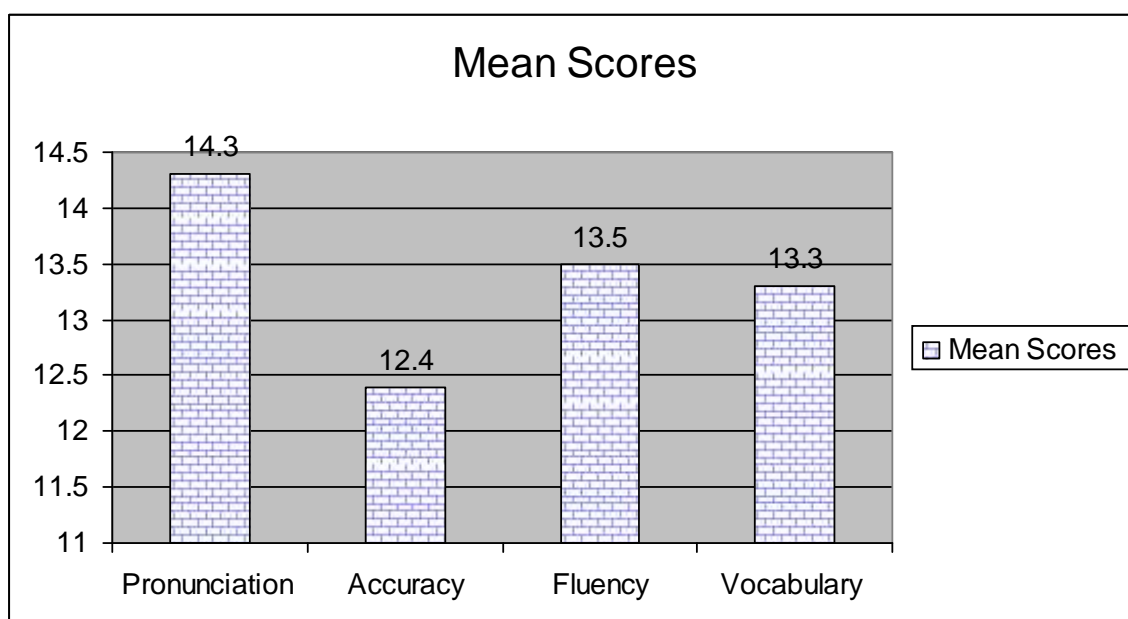
School Components	SJSS	SRRSS	SSSS	SBSS	Mean Scores	Percents
Pronunciation	14.3	13.6	13.7	15.8	14.3	56
Accuracy	12.5	11.9	10.8	14.6	12.4	49.6
Fluency	14	13.8	11.9	14.2	13.5	54
Vocabulary	13.8	12.9	12	14.7	13.3	53.2



As presented in table no. 10, it is found that the average score from the four HSS in pronunciation is 14.3 out of 25 (56%). Likewise, the average score in accuracy is 12.4 (49.6%). In the same way the average score in fluency and vocabulary are respectively 13.5 (54%) and 13.3 (53.2%). It is shown that the proficiency of pronunciation is better than other components. i.e. accuracy, fluency and vocabulary.

The above score is shown in the bar diagram and the pie chart in figure no. 1. and 2 below.

**Figure No.1**



**Table No. 2**

**The Mean Value of the overall Result of the Students of HSS**

Test score	No. of students (CF)	Mid values (x)	Fx
90-99	-	94.5	-
80-89	-	84.5	-
70-79	3	74.5	223.5
60-69	10	64.5	645
50-59	10	54.5	545
40-49	14	44.5	623
30-39	3	34.5	103.5
20-29	-	24.5	-
10-29	-	14.5	-
0-09	-	04.5	-
Total	40		2140

$$\bar{X} = \frac{\sum fx}{N}$$

$$= \frac{2140}{40}$$

$$= 53.5$$

The mean value is 53.5

The overall result secured by the students of HSS can be graded in Table no. 12.

**Table No. 3**

**The Overall Result Secured by the Students of HSS**

Test scores	Number of students receiving scores	Grade	Percentages
80-100	-	A	-
60-79	13	B	32.5
40-59	24	C	60
20-39	3	D	7.5
0-19	-	E	-
Total	40		100

As shown in the table no 12. It can be seen obviously that the proficiency level of the students is average. 32.5 percent students received good remarks and assigned 'B' category. Sixty percent students are categorized under 'C' category i.e. average level only 7.5 percent students have come under below average or 'D' category. The average speaking proficiency of the students of Kapilvastu district is of 'C' grade or average.

### 3.1.2 Schoolwise Proficiency of the Students of Grade 10

**Table No. 4**

**Students' Result of Proficiency in Speaking Skill of Shree Janata  
Secondary School**

S.N.	Pronunciation F.M. 25	Accuracy F.M. 25	Fluency F.M. 25	Vocabulary F.M. 25	Total F.M.100
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 most of the students were able to respond to the oral questions asked by the researcher. They tried to answer all types of test items. Their pronunciation was better than the accuracy, fluency and the vocabulary.

**Table No. 5**

**Students Proficiency in Speaking Skill of Shree Janata Secondary School**

Test-scores	Number of students Receiving scores	Percentage
80-100	-	-
60-79	4	40
40-59	5	50
20-39	1	10
0-19	-	-

The above table shows that most of the students' proficiency is average (i.e. 40-59). Forty percent of the total students are under 'B' proficiency level i.e. good proficiency level and ten percent of the students are below average proficiency i.e. 'D' category. No students has got the excellent and poor proficiency level.

**Table No. 6**

**Students Proficiency in the Speaking Skill of Shree Ratna  
Rajyalaxmi Secondary School**

S.N.	Pronunciation F.M. 25	Accuracy F.M. 25	Fluency F.M. 25	Vocabulary F.M. 25	Total F.M. 100
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 presented in table no. 4, it was found that students of this school were satisfactory in fluency. They could speak rather fluently without more hesitation, fillers and pauses. Their pronunciation was better than

accuracy and vocabulary. The students vocabulary were very limited. Their accuracy of their utterances were very poor. They missed such as articles, prepositions verbs and appropriate tense. The total proficiency in the speaking skill was in average category. There were 65 students studying in grade x.

**Table No. 7**

**Students' Proficiency in Speaking Skill of Shree Ratna Rajyalaxmi  
Secondary School**

Test scores	Number of students receiving scores	Percentages	Grade
80-100	-	-	A
60-79	2	20	B
40-59	8	80	C
20-39	-	-	D
0-19	-	-	C

Most of the students secured average mark and were assigned 'C' grade. Only twenty percent of the students received good mark. It shows the average performance of the students in speaking skill.

**Table No. 8**

**Students' Proficiency in Speaking Skill of Shree Siddhartha  
Secondary School**

S.N.	Pronunciation F.M. 25	Accuracy F.M. 25	Fluency F.M. 25	Vocabulary F.M. 25	Total F.M. 100
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 no. 6, the proficiency of the students in speaking seemed average. It was found that the pronunciation of the students was better than accuracy fluency and vocabulary. Misuse of the words and very limited vocabulary made comprehension very difficult. There were 40 students studying in grade x.



**Table No. 9**

**Students' Proficiency in Speaking Skill of Shree Siddhartha  
Secondary School**

Test scores	Number of students receiving scores	Percentages
80-100	-	-
60-79	2	20
40-59	6	60
20-39	2	20
0-19	-	-

As shown in table no. 9 twenty percent students are graded 'B' i.e. they performed good. Sixty percent students are of average proficiency and are graded as 'C' i.e. and twenty percent students are graded below average or 'D' category. They had very limited vocabulary. They had misused the vocabulary and their structural accuracy was limited.

**Table No. 10**

**Students' Proficiency in Speaking Skill of Shree Banganga Secondary School**

S.N.	Pronunciation F.M. 25	Accuracy F.M. 25	Fluency F.M. 25	Vocabulary F.M. 25	Total F.M.100
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 no. 8 that the student of this school were satisfactory in 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 nine. Most of the students tried to response all the questions of the test item. There were 145 students studying in grade 10.

**Table No. 11**

**Students' Proficiency in Speaking of Shree Bangangs Secondary School**

Test scores	Number of students receiving scores	Percentages
80-100	-	-
60-79	5	50
40-59	5	50
20-39	-	-
0-19	-	-
Total		

As shown in table no. 9 fifty percent students are graded as 'B' category i.e. they performed good in speaking. Fifty percent students are graded as or average.

**3.1.3 The Criteria of Gradation**

On the basis of proficiency description of Harris (1969:89) the criteria of grading and students' proficiency result are mentioned below.

**Pronunciation**

- A. Excellent-Has few traces of foreign accent.
- B. Good-Always intelligible though one is conscious of the definite accent.
- C. Average-Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.

- D. Below Average-Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
- E. Poor-Pronunciation problem so severe as to make speech virtually unintelligible.

### **Grammar**

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

### **Vocabulary**

- F. Excellent-Use of vocabulary is virtually that native speaker.
- G. Good-Sometimes uses inappropriate term because of lexical inadequacies.
- H. Average-Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary,
- I. Below Average-Misuse of words and very limited vocabulary make comprehension quite difficult.
- J. Poor-Vocabulary limitation so extreme as to make conversation virtually impossible.

## Fluency

- F. Excellent-Speech as fluent and effortless as that of native speaker.
- G. Good-Speed of speech seems to be slightly affected by language problems.
- H. Average-Speech of fluency is rather strongly affected by language problems.
- I. Below Average-Usually hesitant, often forced into silence by language limitations.
- J. Poor-Speech is so halting and fragmentary as to make conversation virtually impossible.

The proficiency of the students was categorized and graded as below:

**Table No. 12**

### **Five-Point Rank Scale for Gradation**

Percentage	Grade	Proficiency 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 no. 1, 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 smoking is not allowed (/elaud/)

English language is important because (/bikauz/).....

Students who had pronunciations problem and whose utterance was intelligible if listened carefully received 40-59 percentage and graded under 'C' category or average.

e.g. English is an international language. (/l angwidz/)

It has a high prestige. (/pristi:z /)

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

e.g. I am suffering (/s rfi /) from headache (/hedzek/)

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

Regarding the assessment of the students in term of variable accuracy, the students who made few noticeable errors achieved 80-100 percentage and were categorized 'A' or excellent but none of the students were found to be in this category.

Similarly those students who occasionally made grammatical errors received 60-79 percentages and were grouped under 'B' category or good.

e.g. \*Excuse me I feeling very hot. Please open the window.

Once upon time there \*is two donkeys.

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

e.g. I was eat your cake for I ate your cake.

I can understood for I can understand.

I am not come in your birthday for I can not come in your birthday.

The students who used wrong word order and made the utterance difficult to understand received 20-39 percentage and were graded under 'D' category or below average.

You'd better that you go to dentist for

You'd better go to the dentist.

In our village is 1600 people for there are 1600 people in my village.

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

While testing student's speaking proficiency in term of their fluency 80-100 percentage were given to those students who performed fluent and effortless speech and were categorized '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 problem received 60-79 percentage and were graded under 'B' or good.

e.g. I'm very sorry ..... (short pause) I have taken your cake.

Because it is an international ..... (short pause) language similarly, students whose speech and fluency were rather strongly affected by language problem received 40-59 percentage and were grouped under 'C' category or average.

e.g. I think..... I hope..... I refuse.

Taking photo.....taking photo is not allowed

Students who spoke hesitantly often with pause received 20-39 percentage and were graded under 'D' category or below average.

e.g. My village ...umm... beautiful village.

I 'm feeling ...umm.... Very hot.

Once there were two donkeys ..umm... tied... with a rope.

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

For testing students' speaking in term of vocabulary those students who used the vocabulary virtually that of native speakers were grouped under 'A' grade. However no students performance was found to be under this category. Similarly the students who used inappropriate terms because of lexical inadequacies received 60-79 percentage and grouped under 'B' category or good.



e.g. will you mind opening the window? for

Would you mind opening the window?

I'm not come in your birthday for

I can not come in your birthday.

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

e.g. My headache I can go home for

I have got headache may I go home?

No catch fish for fishing is not allowed.

Students who misused the words which made the utterance unintelligible were assigned 20-39 percentage and graded under category 'D' or below average.

e.g. I'm suffering a hot for I'm feeling hot

How about get permission for how about asking for permission?

No catch fish for fishing is not allowed.

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

## **CHAPTER - FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The main objective of this research was to determine the proficiency of grade ten students of Kapilvastu district in speaking. On the basis of analysis and interpretation of the data, findings are categorized under the four components of speaking skill i.e. pronunciation, accuracy, fluency and vocabulary. Which are as follows:

##### **4.1.1 Pronunciation**

1. The pronunciation proficiency was found to be satisfactory as the score of the students in pronunciation is 14.3 (i.e. 56%) which is higher than proficiency in accuracy, fluency and vocabulary.
2. The students pronunciation was comprehensible though it was not native like.

##### **4.1.2 Accuracy**

1. It was found that the mean score in accuracy is 12.4 (i.e.49.65%) which shows the poor and least proficiency compared to other components.
2. The students committed errors in the use of auxiliaries, subject verb agreement, tense and voice.

##### **4.1.3 Fluency**

1. The mean score in fluency is 13.5 (i.e.54%) which shows the average proficiency of the students. Their proficiency in fluency

was found to be better than the other two components; accuracy and vocabulary.

2. In their utterances repetitions, pauses (both silent and filled), hesitation were found.

#### **4.1.4 Vocabulary**

1. The mean score obtained by the students in vocabulary is 13.3 (i.e.53.2%) which showed the average proficiency of the students in vocabulary.
2. The students often used inappropriate vocabulary. Their utterances were halting because of their limited vocabulary which also affected their fluency.

From the analysis and interpretation, the researcher found that the proficiency of the students of grade ten in the speaking skill is not satisfactory.

#### **4.2 Recommendations**

The following recommendations have been made out of research:

- i. The curriculum of compulsory English for secondary level 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.
- ii. Group work, pair work, and role play techniques are suggested to be applied effectively in the class.
- iii. Audio-videos, techniques should be used to teach speaking skills.

- iv. The curriculum of English for secondary level should be designed to develop the students' pronunciation, accuracy, fluency and vocabulary.
- v. The students should be encouraged to be active participants in speaking activities.
- vi. The proficiency of speaking can not be evaluated by the written exam. If it happens so it is for formality not for reality. So the performance of the students' speaking should be evaluated and recorded regularly.
- vii. English class should be student centered rather than teacher centered.
- viii. To improve the students' speaking skill, the students should be given sufficient exposure to language. So the English language can be applied as the medium language to teach other subjects of school except teaching mother tongue so that the students can get adequate exposure.
- ix. The language teachers should be given special training to teach speaking skill effectively.

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## **APPENDIX - II**

### **LIST OF SELECTED SCHOOLS**

Four secondary schools of Kapilvastu districts were selected to collect the primary data for the research.

1. Shree Janata Secondary School, Pipara
2. Shree Ratna Rajyalaxmi Secondary School, Taulihawa
3. Shree Siddhartha Secondary School, Bunchi
4. Shree Banganga Secondary School, Gajeheda



## **APPENDIX - III**

### **NAME OF THE INFORMANTS**

1. Hemlata Chaudhary
2. Bikash Thapa
3. Ranjanawati Rautar
4. Thamman Singh Bahari
5. Shiva Pr. Neupane
6. Kalpana Paudel
7. Sujata Chettry
8. Aashish Chettry
9. Sarita Kunwar
10. Bijay Chettry
11. Jawahir Kewat
12. Manorma Chaudhari
13. Mohomad Ashim
14. Mustak Ali
15. Ramdhoni Baniya
16. Shiv Kumar Kohar
17. Krishna Pr. Barahi
18. Sachina Pokhrel
19. Ajay Malla
20. Yogesh Hamal
21. Anjan Thapa
22. Bijaya Kunwar
23. Mahendra Shahi
24. Bikram Malla
25. Ajay Kunwar

- 26.Mira K.C.
- 27.Goma Neupane
- 28.Rita Ghimire
- 29.Manoj Gupta
- 30.Bikas Tondon
- 31.Mahendra B.C.
- 32.Ajay Kumar Upadhaya
- 33.Rana Bdr. Thapa
- 34.Uma Thapa
- 35.Nisha Rana
- 36.Anita Chettri
- 37.Laxmi Chaudhari
- 38.Sita Chaudhari
- 39.Jamal Ahamad
- 40.Chandra Jeet Kohar