

Developing Libyan Students' Speaking Skills: Problems and solutions

A case study of Third Year Students – Linguistics Section at
Faculty of Languages & Translation in Zawia University - May,
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Aisha Ahmed Al-Maqtouf Owghda

Lecturer / Faculty of Languages and Translation - University of Zawiya -
Libya

a.waheedah@zu.edu.ly

Abstract:

Speaking is the active use of language to express meaning, and for foreign learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt. However, to many learners, speaking English seems to be a very challenging task. Since the aim of English education is not only to develop knowledge of grammar and written skills but also to teach oral English skills, this problem needs to be studied in order to remedy the situation. The aim of this study is, therefore, to discover if foreign learners of English have problems in speaking English, and if so, what types of problems and why. In this study, these problems are analyzed according to the factors affecting them. To achieve this goal, a total sample of 60 3rd year students at Dept. of English, Linguistics Section at Faculty of Languages & Translation in Zawia University (males and females) is randomly chosen. Two qualitative data collection tools are used: a questionnaire and an interview, to get as precise results as possible. Data obtained from the questionnaire and the interview was analyzed qualitatively. In general, from the results of the investigation, it is evident that Libyan students (as foreign

learners of English) encounter many serious problems in the speaking class. Moreover, there are many factors that contributed to their success and failure in performing speaking tasks. On the whole, the current teaching and learning of speaking skills at Dept. of English at Faculty of Languages & Translation in Zawia University needs to be improved.

Keywords: speaking skill, Arabic-speaking EFL Learners, problems and solutions.

تنمية مهارات التحدث لدى الطلبة الليبيين: المشاكل والحلول

دراسة حالة طلبة السنة الثالثة - قسم اللغويات بكلية اللغات والترجمة بجامعة الزاوية -

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عائشة أحمد المقطوف أوحيدة

محاضر/ كلية اللغات والترجمة - جامعة الزاوية - ليبيا

a.waheedah@zu.edu.ly

المستخلص:

التحدث هو الاستخدام النشط للغة للتعبير عن المعنى، وبالنسبة للمتعلمين الأجانب، فإن اللغة المنطوقة هي الوسيلة التي يتم من خلالها مواجهة لغة جديدة وفهمها وممارستها وتعلمها. ومع ذلك، بالنسبة للعديد من المتعلمين، يبدو التحدث باللغة الإنجليزية مهمة صعبة للغاية. نظرًا لأن هدف تعليم اللغة الإنجليزية ليس فقط تطوير معرفة القواعد والمهارات الكتابية ولكن أيضًا تعليم مهارات اللغة الإنجليزية الشفهية، فيجب دراسة هذه المشكلة من أجل معالجة الموقف. لذلك، فإن الهدف من هذه الدراسة هو اكتشاف ما إذا كان المتعلمون الأجانب للغة الإنجليزية يواجهون مشاكل في التحدث باللغة الإنجليزية، وإذا كان الأمر كذلك، فما هي أنواع المشاكل ولماذا. في هذه الدراسة، تم تحليل هذه المشاكل وفقًا للعوامل

التي تؤثر عليها. لتحقيق هذا الهدف، تم اختيار عينة إجمالية من 60 طالبًا وطالبة في السنة الثالثة في قسم اللغة الإنجليزية شعبة اللسانيات بكلية اللغات والترجمة في جامعة الزاوية (ذكور وإناث) بشكل عشوائي. تم استخدام أداتين لجمع البيانات النوعية: استبيان ومقابلة، للحصول على نتائج دقيقة قدر الإمكان. تم تحليل البيانات التي تم الحصول عليها من الاستبيان والمقابلة نوعيًا. وبشكل عام، ومن خلال نتائج البحث، يتبين أن الطلاب الليبيين (كمتعلمين أجنب للغة الإنجليزية) يواجهون العديد من المشاكل الجدية والحقيقية في محاضرات مهارة المحادثة. وعلاوة على ذلك، هناك العديد من العوامل التي ساهمت في نجاحهم وفشلهم في أداء مهام التحدث. وبشكل عام، فإن التدريس والتعلم الحالي لمهارات التحدث في قسم اللغة الإنجليزية بكلية اللغات والترجمة بجامعة الزاوية يحتاج إلى تحسين.

الكلمات المفتاحية: مهارة التحدث، متعلمي اللغة الإنجليزية، اللغة الأجنبية، الناطقون بالعربية، المشاكل والحلول.

Rationale :

Language is basically speech. Its written form developed later on. It is universal among human beings who use it for carrying out various activities of life. It is such a common phenomenon that we always take it for granted. We never bother to think about it: we never try to into the depth of the meaning of this word. Definition of language is not difficult to find. Almost all well-known linguists have tried to define language in their own way. Bashir, et al. (2011) mentioned that Lyon (2002), in his famous book "Language and Linguistics" has discussed five famous definitions of Language

- i. According to Sapir (1921): "Language is a purely human and non-instinctive method of communicating ideas, emotions unit desires by means of voluntarily produced symbols".
- ii. Bloch and Trager (1942) write: "A language is a system of arbitrary vocal symbols by means of which a social group co-operates".

- iii. Hall (1968) tells us that language is “the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols”.
- iv. Robins (1979) does not give a formal definition of language but points out certain facts related to language, saying that “languages are symbol systems, almost wholly based on pure or arbitrary conventions”.
- v. According to Chomsky (1969) a language is “a set of sentences, each finite in length and constructed out of a finite set of elements”.

Most of them have taken the view that languages are systems of symbols designed for the purpose of communication. So, simpler definition may be: “Language is « system of arbitrary symbols which help the people of a particular community to communicate and to interact”. (Bashir, et al. 2011)

1.1 Introduction:

Luoma (2004:16) stated that "speaking is hard skill to be mastered by the learners and in a foreign language it is very difficult and competence in speaking takes a long time to develop". Speaking is fundamental to human communication. Also speaking is a very important skill; you can know that X person knows any language by speaking it. Just think of all different conversations you have in one day and compare that with how much written communications you do in one day. Of course most of us speak more than we write.

Most students are not familiar with English language because English is a foreign language in our country (Hetrakul, 1995) (as cited in Al Nakhalah, 2016). Accordingly, students use English more frequent only inside the class and less frequent outside the class. While, students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings a problem that

make students have difficulties to communicate in English. The main goal of teaching speaking is communicative efficiency. Teaching speaking means helping learners develop their ability to interact successfully in the target language. To do so, one must have communicative competence. Richards, et al. (as cited in Al Nakhalah, 2016) defined the characteristics of communicative competence as: Thus, to help students enhance their speaking skills, the teacher must help students improve their grammar, enrich their vocabulary, and manage interactions in terms of who says what, to whom, when, and about what.

1.2 Statement of problem:

In this regard, many students at Dept. of English, Linguistics Section at Faculty of Languages & Translation in Zawia University face problems in speaking skills. There are four kinds of problems. Firstly, they do not listen to native speakers, for example, watching movies, programs, videos, news...etc. Secondly, there are grammar and vocabulary issues. Thirdly, there are other types of problems, which are related to shyness of making any kind of mistake, so students prefer silence. Finally, differences between the first language and the language they are learning will cause problems (mother tongue use).

1.3 Statement of purpose

From the daily observation, it has been noticed during the career and teaching the course of listening and speaking course and other courses at Dept. of English, at Faculty of Languages & Translation in Zawia University that the students face some difficulties and problems in speaking while they introduce their presentations and during discussions in the lectures of different courses. In this regard, the aim of the present study is to try to find an effective solution to help Libyan students speak English fluently. Some advice will be given to students to speak English as well as they have to.

1.4 Research questions:

Question 1: Are there any other problems which effect speaking English fluently?

Question 2: What is the main problem in speaking?

Question 3: How could the environment affect in speaking?

1.5 Research hypothesis:

We hypothesize that the main problems in speaking English are:

- ❖ Did not listen to native speakers
- ❖ Mother tongue use
- ❖ Inhibition/ shyness
- ❖ Low vocabularies
- ❖ Problems in grammar
- ❖ Nothing to say

1.6 Scope of the study

The specific research area of investigation in this study is the problems in speaking English faced by Dept. of English, Linguistics Section at Faculty of Languages & Translation in Zawia University students of English Language as a foreign Language (EFL).

2. Review of Related Literature :

2.1 Definition of Speaking:

Hamdani (2021), in his article, mentioned the following definitions which have discussed the notion of speaking from different perspectives:

- Fisher and Frey (2007:16) adopted the speaking definition put forth by Cooper and Morreale: "Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. Whether in daily information interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt them to their listeners".
- Fulcher (2003: 23-25) states that speaking is the verbal use of language to communicate with others.

- Hughes (2002:135) states that speaking is fundamentally an interactive task; speaking happens under real time in processing constrains and it is more fundamentally linked to the individually who produces it.

Speakers, according to Hamdani (2021), use language to communicate their ideas; most speaking involves interaction with one or more participants. It means that effective speaking need to be able to progress language in their own heads and involves a good deal of listening, an understanding of how the other participants feeling, and knowledge of how linguistically to take turns or allow other to do so.

2.2 Importance of Speaking:

The use of English as a second Language (ESL) or foreign Language (EFL) in oral communication is without a doubt, one of the most common but highly complex activities necessary to be considered when teaching the English Language especially because we “live at a time where the ability to speak English fluently has become a must, especially for those who want to advance in certain fields of human endeavor” (Al-Sibai, 2004, p.3).

Likewise, Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, reading, and writing). This is so because “There is no point knowing a lot about language if you can’t use it”. That means speaking is the most important skill to know if you can speak the language (Scrivener, 2005, p.146).

However, “Speaking is one of the most difficult aspects of language learning. It is also one of the most difficult tasks for the teacher to help his students learn to produce the language” (Hassan, 1995). According to Tatham and Morton (2006: 273), many people report that they can understand language but they cannot speak it.

2.3 Factors that cause problems in speaking:

The learners have their own difficulties in learning the language. Particularly improving speaking skill is not easy for the students. The following are the problems of speaking skill (Munjayanah, 2004:17):

- 1. Inhibition:** Unlike listening, reading, or activities writing, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attracts.
- 2. Nothing to say:** Even they are not inhibited, we often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
- 3. Mother tongue use:** It is easier for the student to use their mother tongue in their class because it looks natural. Therefore, most of the students are not disciplined in using the target language in the learning process.
- 4. Little exposure to native speakers:** Listening to native speakers of English is a very important way to get the language, specially speaking because speaking is a skill that requires practicing and listening. Most of the students, who have the difficulty of speaking, don not listen to natives as a way to help them build their speaking skill.
- 5. Low vocabularies:** Low vocabularies are a very common problem that students of English language face. One of the reasons that cause this problem is memorization for exams, not the use of the vocabularies in interactive speaking.
- 6. Problems in grammar:** Also grammar is important in speaking; we cannot avoid grammar. Students cannot know what tense to use, this is such a big problem because grammar is almost everything in speaking. As we have mentioned before, one of the

reasons behind low vocabulary is memorizing for exams, as well as poor grammar.

2.4 Factor Affecting Speaking Ability:

In order to be communicative in speaking English the students should learn how. They learn more speaking skills and develop some attitude toward speaking achievement. Therefore, the speaker must know the topic of the conversation in order to give or share of their information (Koba, et al. 2000).

To reach the target language, Brown (1994: 4) divided some factors which affect speaking, they are:

- 1. Chronological Age:** Most students indicate that the age of beginning speaking success that is intellectual, personality, and social factor. Therefore, it is important for teacher to consider whether the students were ready to speak or not.
- 2. Grammar:** Grammar is the description of the structure of a language and the way in which linguistic unit such as words and phrases and combined to produce sentence in the language.
- 3. Vocabulary:** Vocabulary is more than lists of target language words. A spoken word is a sound of sequence of sound, which communicate in idea to the mind of another person. In order to communicate those ideas precisely, a speaker should express them with precise word rather than general word.
- 4. Fluency:** According to Brown (1994), fluency is the ability to fill the time with talk. In this definition, the speaker can use the time of talking most productively. The definition of fluency is derived as the ability of an individual to speak without hesitation.
- 5. Comprehension:** Comprehension is the minds act or power of understanding. It means that the comprehension will be as contrasted with the ability to perceive and pronounce words without reference to their meaning. Brown (1994) makes a simple meaning of comprehension as the building the meaning from

sounds. It means what the listener hear and understand from a speaker is to show his comprehension

2.5 Review of previous study:

In reality, many language learners find it difficult to express themselves in oral language in the target language. Each student has their own problems. The bulk of empirical research cited in this section seems to lend support to this argument. For instance, Kagan (2012) (as cited in Syafryadin, 2013) conducted a study that was based on observation and interviews with the teachers and the students in the tenth grade in one of the senior high schools in Bandung. It was found that most of the students have low ability in speaking English. Kagan (2012) concluded that the reasons for students' low speaking ability were centered in five main problems: *a.* Nothing to say, *b.* Grammatical mistakes, *c.* Poor vocabulary, *d.* Use of mother tongue (Indonesian language), and *e.* Lack of student motivation caused by the use of ineffective teaching methods.

In this connection, Davies & Pearse (1998) (as cited in Tuan & Mai, 2015) insisted that the major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. Based on their study conducted at Le Thanh Hien High School, the following problems were the most common ones in the classes they observed:

- 1) they speak very little or not at all;
- 2) they cannot think of anything to say;
- 3) they use Vietnamese instead of English when they discuss in group or in pairs;
- 4) their participation is low or uneven;
- 5) they do not have motivation to express themselves;
- 6) they are fearful of criticism or lose face;
- 7) they look at their textbook when they speak;

8) They have a habit of translating the information in the textbook into Vietnamese before they speak.

It is worth noting that the results also show that there are many factors affecting students speaking performance as follows: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers' feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

Still within the scope of high secondary schools, Richards & Renandya (2002) (as cited in Riyaz, & Mullick, 2016) selected a total sample of 160 students (males and females) from various higher secondary institutes of Srinagar city. A questionnaire, a test and an observation approach were used to elicit data for the study. Richards & Renandya (2002) came up with the conclusion that there was no significant difference in respondents' speaking skills from their initial level (at the beginning of the course) to final levels (at the end of the course). They also found that the overall performance in speaking skills was very low, particularly in terms of vocabulary and grammar. They identified the following as factors responsible for students' poor speaking performance:

1. Lack of meaningful exposure to English language
2. Various loopholes in teaching-learning processes such as
 - a. constant pressure of completing the prescribed syllabus
 - b. lack of teachers motivation for interactive activities which would help students in mastering the speaking skill
 - c. use of more teacher-dominated approaches

Focusing on Arab learners of English as a foreign language, Al-Zedjali (2009) (as cited in Al Hosni, 2014) conducted a study with the purpose of finding out what speaking difficulties are encountered by grade 5 students in basic education school in Oman. He also attempted to find out the main factors that contribute to the existence of these difficulties. Al-Zedjali's study revealed that the main

speaking difficulties encountered by grade 5 students were linguistic difficulties, mother tongue use, and inhibition caused by lack of the necessary vocabulary, and grammar structures. There were also the lack sentence formation skills, which resulted in using the mother tongue. Students also thought of making mistakes in speaking in front of their classmates as very embarrassing, resulting in preferring not to speak to avoid such situations. There are five main factors that contribute to the existence of these speaking difficulties: teachers' perceptions and tacit beliefs of teaching speaking, teaching strategies, curriculum, extracurricular activities, and assessment regulations.

In considering the effect of technology and innovation on improving students' speaking fluency and accuracy, Furyanto (2011) (as cited in Syafryadin, 2013) attempted to apply *Talking Chips Technique* in teaching speaking in the classroom to see whether this technique can help students to overcome their speaking difficulties and speak fluently and accurately. Basically, Talking Chips Technique is a technique of teaching speaking which makes the students interested and motivated to speak. Technically, this technique can make students: (1) active in the classroom, (2) learn how to cooperate in a group and (3) have a chance to speak English because in Talking Chip, students are divided into several groups and each member of the group has a turn to speak English. The findings of the study showed that the Talking Chips Technique could improve the students' speaking skills.

As for Libyan context, Alsweel (2020) conducted a study to identify the students' challenges in speaking skill in Department of English at Abu-Iesa College at University of Zawia. She found that students encounter some speaking challenges that can be overcome by putting more emphasis on speaking skills. She adds many issues related to teachers, teaching facilities, textbooks, and extracurricular activities should be urgently considered.

3. Investigating speaking problems encountered by Libyan students of English as a foreign language :

3.1 Methodology :

This study is designed to address the following three main questions:

Q1. Are there any problems which effect Libyan students' abilities to speak English fluently?

Q2. What is the main speaking difficulty for these students?

Q3. How could the environment affect Libyan students' speaking skills?

3.1.1Subjects:

The present study is a case study. Only 3rd year students at Dept. of English, Linguistics Section at Faculty of Languages & Translation in Zawia University (academic year 2023-2022) are involved. The population consists of 60 participants (males and females) who have received formal instruction in the speaking skills for two years, the first and second levels. Respondents' ages range between 21 to 23.

3.1.2 Data collection methods:

The methodology used in this study to collect data is (a questionnaire and an interview). The sample is taken from 3rd year students, all groups A, B, C & D. The interview contains nine open questions. The questionnaire consists of seven YES/NO and multiple-choice questions which most of students prefer as they just put a tick in front of their choice. There are some participants who have participated in both the questionnaire and interview.

3.1.3 Procedure:

18 subjects randomly selected from 3rd year students participate in the interview which takes around 30 minutes for the first group of 10 participants. The second group only three students take around 15 minutes. The last group of participants of five students takes around 20 minutes. As for the questionnaire, the procedure is totally different. 42 subjects were given the questionnaire to answer.

3.1.4 Data analysis method (questionnaire) :

Question 1: “Do you speak English well?”

The statistical analysis of subjects’ responses to this question, on which the whole research depends, shows that 67% choose “Between”, which means they can speak English but they have some difficulties in oral language, whereas 28% choose “Yes”. Only 5% choose “No”, which means they cannot speak English well. See Figure 1 below.

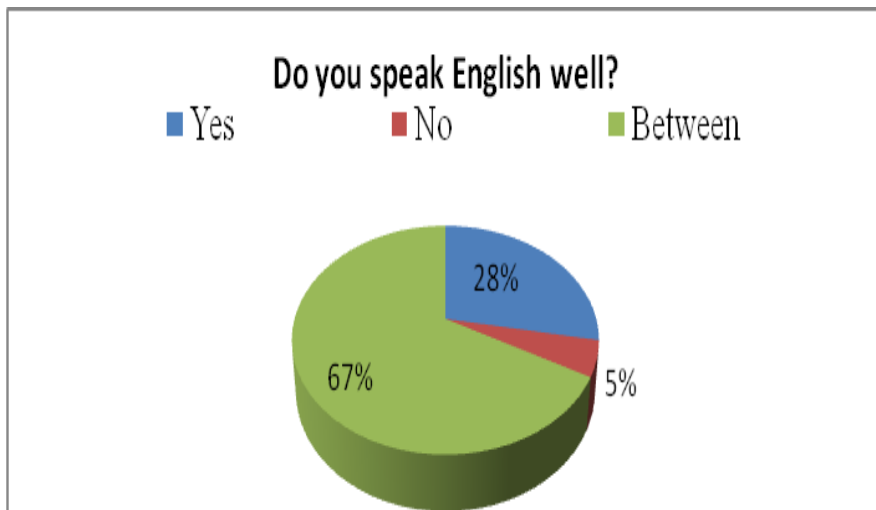


Fig. 1 Statistical analysis of subjects’ responses to Question 1 (Questionnaire)

Question 2: “What is the reason(s) that make you not good at speaking skills?”

20% answer they do not listen to native speakers, and 28% answer they have problems in grammar. 25% have low vocabulary; on the other hand 10% answer the reason is inhibition/shyness. Only 5% choose “Nothing to say”, which means no idea coming, and 12% choose mother tongue use, which means their first language affects their speaking skills in the target language. See Figure 2 below.

What is the reason/ are the reasons that make you not good at speaking skills?

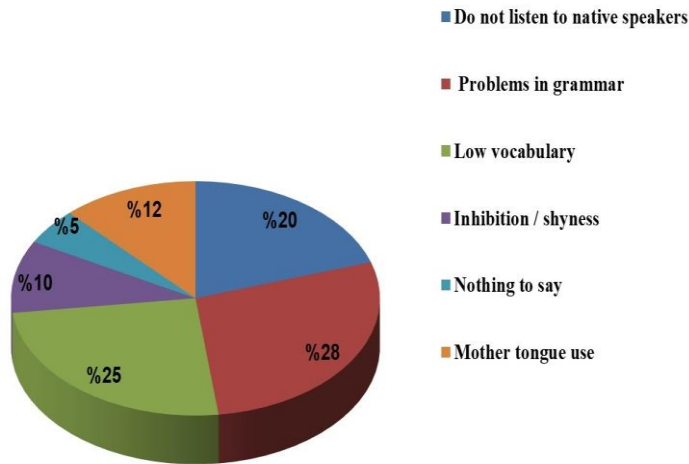


Fig. 2 Statistical analysis of subjects' responses to Question 2 (Questionnaire)

Question 3: "What is the best way in your opinion to speak English well?"

43% choose watching movies, but 20% tick watching News. 10% choose watching videos/vloges. On the other hand, 27% pick reading novels or books in English. Three subjects write: "Practicing language is helpful." See Figure 3 below.

Individual opinions:

- Access to natives
- Listening to music.

What is the best way in your opinion to speak English well?

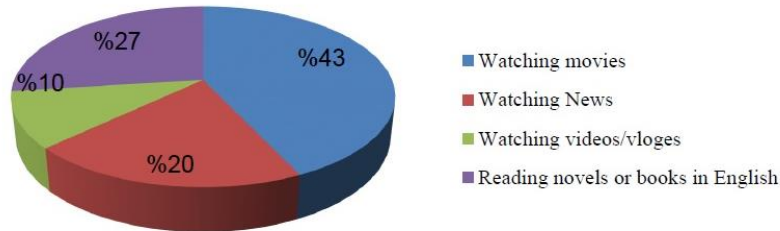


Fig. 3 Statistical analysis of subjects' responses to Question 3 (Questionnaire)

Question 4: "Why do not you speak English in the classroom?"

24% choose they get shy, and 12% choose no ideas coming. 31% are worried about making mistake; on the other hand, 33% need more time to make a sentence. See Figure 4 below.

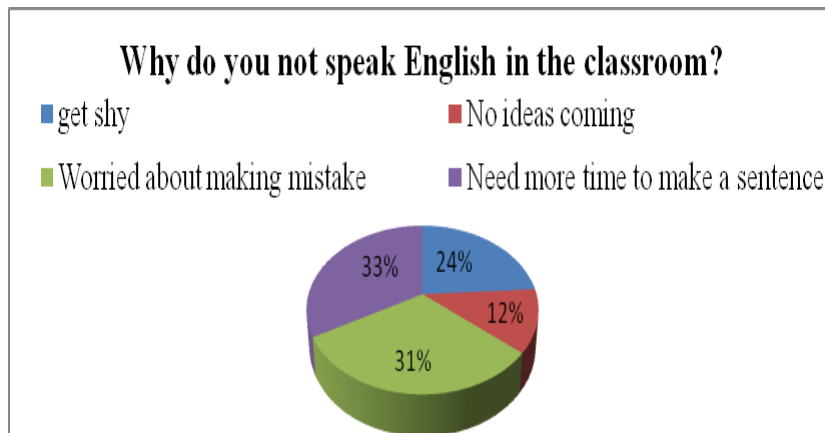


Fig. 4 Statistical analysis of subjects' responses to Question 4 (Questionnaire)

Question 5: “Do you have your own way in practicing/ speaking English?”

32% choose talking to themselves in front of a mirror, in contrast to 23% who answer they imagine that someone in front of them, and they talk to him/ her. 18% choose “do something as when they cook”, they explain what they do to themselves”, while 27% choose trying to imitate someone like: TV presenter, singer, their friend, YouTube. See Figure 5 below.

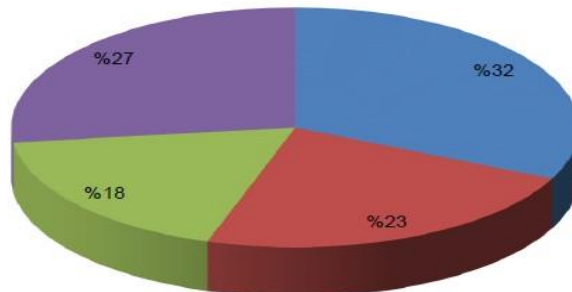
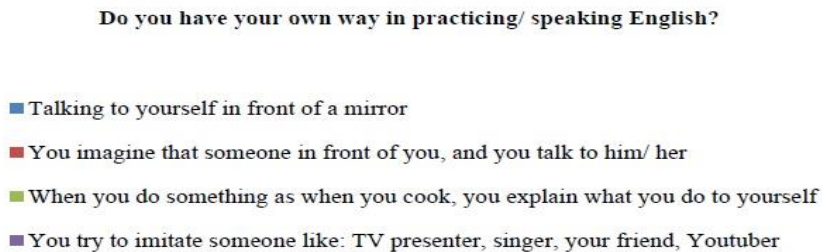


Fig. 5 Statistical analysis of subjects' responses to Question 5 (Questionnaire)

Question 6: “Do you think that the way you learn English in classroom should be changed?”

7% answer “No”. On the other hand 93% answer “Yes”. See Figure 6 below.

Do you think that the way you learn English in classroom should be changed?

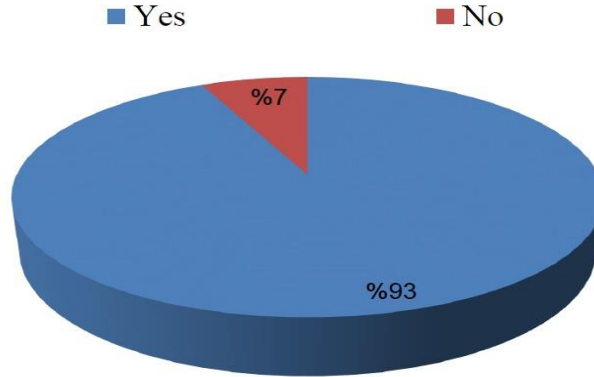


Fig. 6 Statistical analysis of subjects' responses to Question 6 (Questionnaire)

Question 7: “What is the way your teacher uses to help you speak more in the classroom?”

30% choose working in groups, but 22% watching videos and then asking them to comment. 25% choose making presentations. However, 12% answer the teacher tells them that they will not take any mark if they make mistakes or cannot speak well (speak with easy English) and 11% choose turn the classroom into a stage. See Figure 7 below.

Individual opinions:

- By making conversations.
- Using new way of teaching to help us learn more.

What is the way your teacher uses to help you speak more in the classroom?

- Working in groups
- Watching videos and then ask you to comment
- Making presentations
- The teacher tells you that I will not take any mark if you make mistakes or cannot speak well (speak with easy English)
- Turn the classroom into a stage

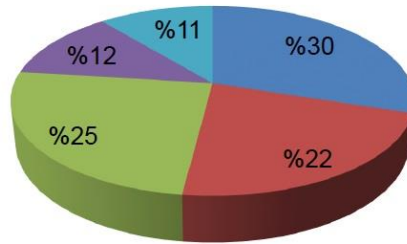


Fig. 7 Statistical analysis of subjects' responses to Question 7 (Questionnaire)

3.1.5 Data analysis (interview)

The interview is very clear to answer by respondents, because when they do not understand the question they ask what is meant by this or that? So it is more obvious.

Question 1: “Do you speak English fluently?”

6% answer “Yes”. On the other hand, 33% say “No”, the highest percentage is 61%, who answer Between. See Figure 8 below.

Do you speak English fluently?

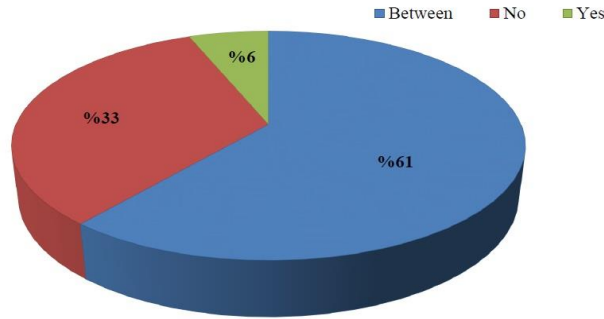


Fig. 8 Statistical analysis of subjects' responses to Question 1 (interview)

Question 2: "What is the main problem that you face when speaking English?"

29% of the participants say their main problem when they speak English is related to shyness. 32% say their main problem is a grammatical problem which effects their speaking. 33% answer that low vocabulary is their main problem. See Figure 9 below.

The remaining percentages were individual opinions:

- I cannot join sentences
- I need more time to make sentences
- Translation problem
- Mother tongue use
- e.

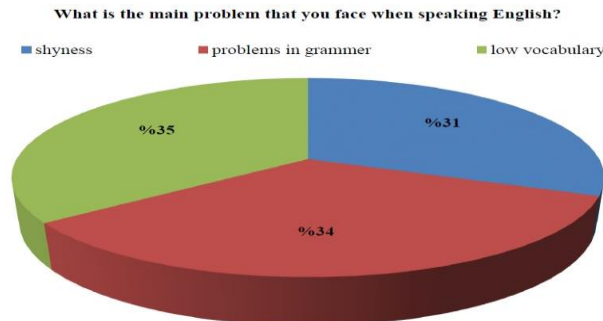


Fig. 9 Statistical analysis of subjects' responses to Question 2 (interview)

Question 3: “What are the reasons that make you not good in speaking English?”

61% say that they get shy, and prefer silence; on the other hand, 17% say they lack practice. 6% say cannot join sentence; likewise 6% do not listen to native speakers. 5% say teachers do not give all students the same time to speak, and 5% worry about mistakes like grammar. See Figure 10 below.

What are the reasons that make you not good in speaking English?

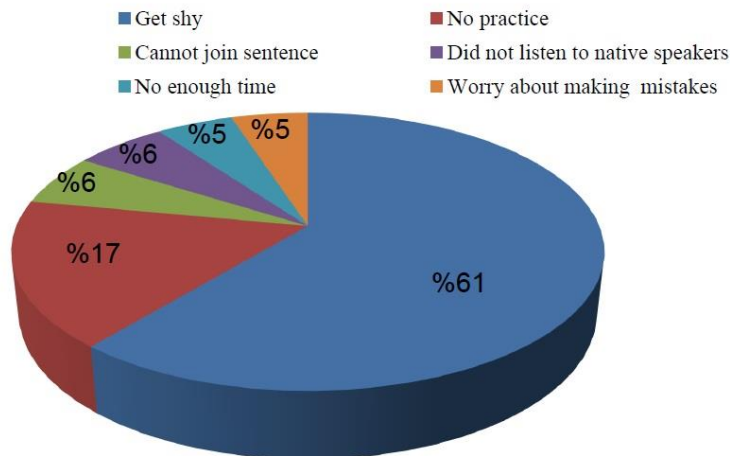


Fig. 10 Statistical analysis of subjects' responses to Question 3 (interview)

Question 4: “Do you speak in classroom with confidence or you often cannot speak in front of other classmates?”

50% say they do not speak a lot, and they make a lot of mistakes when they speak. 17% say it depends on the atmosphere if other groups attend with them, which means sometimes they speak and sometimes they do not speak inside the classroom. 33% say they speak with confidence; they should be confident to speak well. See Figure 11 below.

Do you speak in classroom with confidence or you often cannot speak in front of other classmates?

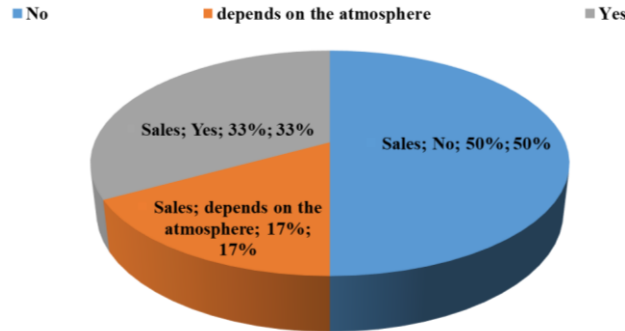


Fig. 11 Statistical analysis of subjects' responses to Question 4 (interview)

Question 5: "If you have a long or even a short experience with speaking English, please share it"

44% say they have a long experience; on the other hand, 56% say they have a short experience. Most of the students choose watching TV, listening to music, watching videos. See Figure 12 below. Individual opinions:

- a. Watching News
- b. Watching cooking shows
- c. Taking courses
- d. Giving courses for children
- e. Reading short stories
- f. Watching YouTube
- g. Chatting or talking to native speakers
- h. Talking to friends in English

If you have a long or even a short experience with speaking English, please share it?

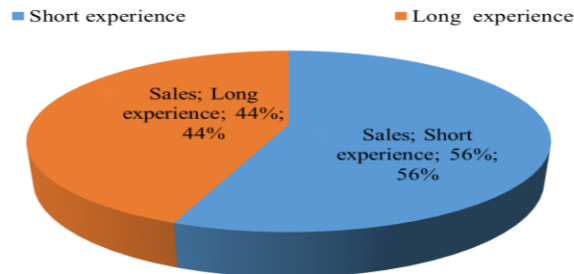


Fig. 12 Statistical analysis of subjects' responses to Question 5 (interview)

Question 6: “Why do you think students who studied abroad learn English more quickly than students who studied in their country?”

83% say, because students who study abroad use English everywhere, in touch with native speakers. Two of the students say, because they are forced to speak English. See Figure 13 below.

Individual opinion:

- Because they have good teachers
-

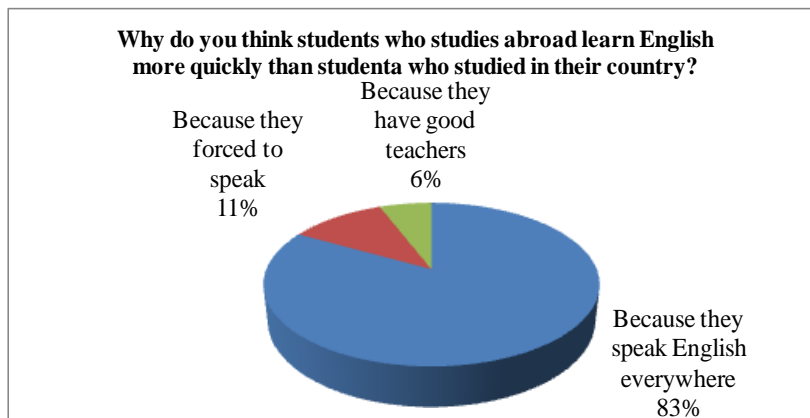


Fig. 13 Statistical analysis of subjects' responses to Question 6 (interview)

Question 7: “What is the best way in your opinion to speak English well?”

26% say travelling abroad helps, but 34% say practicing the language is the best way. 20% answer speaking more or using the language; likewise, 20% say watching TV like; News and movies. See Figure 14 below.

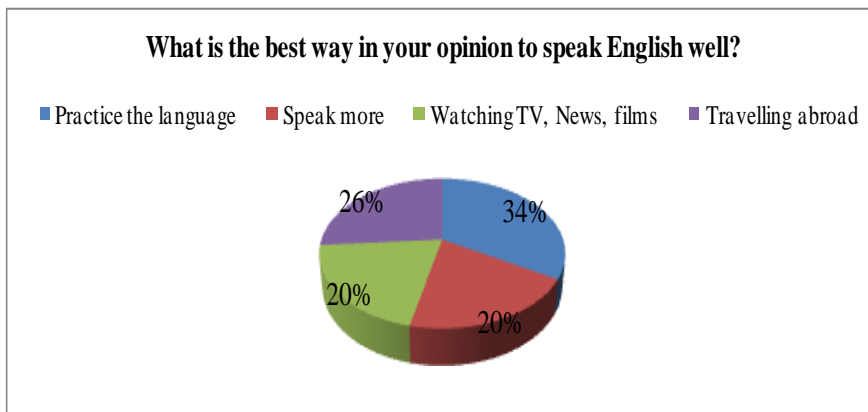


Fig. 14 Statistical analysis of subjects’ responses to Question 7 (interview)

Question 8: “Should the way your teacher uses in classroom be changed?”

94% of the participants say “YES”, it should be changed to a good and new method of teaching, whereas 6% say the teaching method is good. See Figure 15 below.

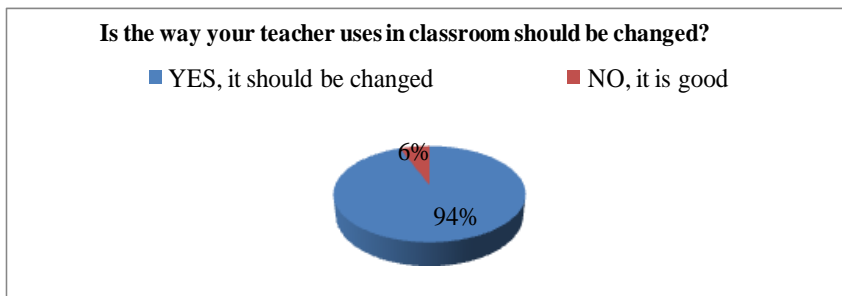


Fig. 15 Statistical analysis of subjects’ responses to Question 8 (interview)

Question 9: “What are the factors behind speaking problems in your opinion?”

33% say their speaking problems are a combination of both external and internal factors. 22% say their problem is internal; they do not develop themselves. 44% say the problem is external, their teacher’s way of teaching, curriculum that they study. See Figure 16 below.

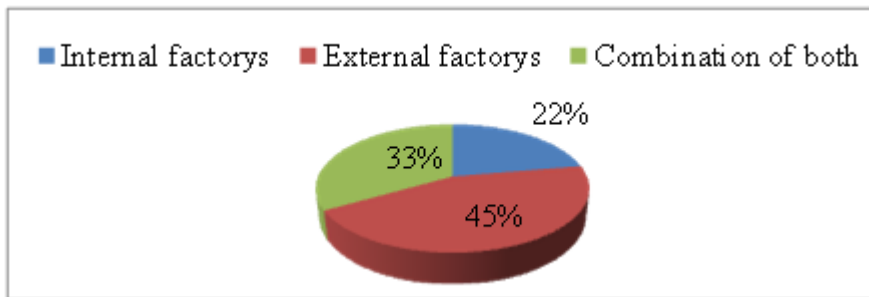


Fig. 16 Statistical analysis of subjects’ responses to Question 9 (interview)

3.1.5 Results and discussion:

This study comes up with the result that 3rd year students at Dept. of English, Linguistics Section at Faculty of Languages & Translation in Zawia University face some difficulties in speaking English. They are in the year before graduation in University, but still some of them cannot speak English well. In the interview, some students refuse to participate, when they know that they have to speak. As mentioned before, the interview is easy to answer by students, but when they speak they make mistakes in grammar and some of them get shy, so they answer the same as X of students to avoid making mistakes or lack in vocabulary. The questionnaire for some of the participants is easier, because speaking is not involved.

Question1: “Do you speak English well?”

We notice that 67% which is the highest percentage chooses **Between**, which means they can speak but they face some problems which affect their speaking. 28% choose **Yes**, which means they can speak English well. Only 5% choose **No**, which means they cannot speak English fluently.

Question 2: “What is the reason(s) that make you not good at speaking skills?”

It is about the problem(s) that students face in speaking skills. 28% answer problems in grammar, which account for the highest percentage. They mean they cannot know what tense to use when they speak even though they study grammar but still they cannot distinguish between tenses. 25% think their problem in speaking is related to low vocabulary; on the other hand, 20% say lack of listening to native speakers is the reason behind speaking problems. 10% answers inhibition/ shyness are the reason, which means speaking is a skill that needs confidence which is lacking because students get shy. 12% choose mother tongue use; that means they use their first language more in the classroom. 5% chooses nothing to say, which means they have no motivation to express themselves.

Question 3: “What is the best way in your opinion to speak English well?”

43% answers watching movies, which is the highest percentage. 10% chooses watching videos/vloges; this is the lowest percentage. 20% say watching News, as a way to help them speak English well. 27% answers choose reading novels or books in English.

Question 4: “What you do not speak English in the classroom?”

33% answers they need more time to make a full sentence; this is the highest percentage. 31% worry about making mistakes, which makes the progress of getting the language slower. 24% feel shy, because of

internal factors or may be external factors. 12% chooses no ideas coming, in other words, no motivation to form themselves.

Question 5: “Do you have your own way in practicing/ speaking English?”

32% chooses talking to themselves in front of a mirror, which means they try to use this way to practice English. 23% choose imagining that someone in front of them and they talk to them; this is also a way that students use to practice the language. 27% practice English by imitating famous characters; on the other hand, 18% choose making something as cooking while explaining to themselves what they are making.

Question 6: “Do you think that the way you learn English in classroom should be changed?”

The highest percentage of participants (93%) choose “Yes”, which means that the way used to teach is not an effective way; it should focus on speaking skills more to help students speak fluently. On the other hand, only 7% answers “No” the way is good and effective.

Question 7: “What is the way your teacher uses to help you speak more in the classroom?”

30% answer working in groups, which is the highest percentage and it seems to be an effective way to encourage students to speak; on the other hand, 12% say that the teacher tells them that no mark will be given if they make mistakes or cannot speak well. 25% choose making presentations. 22% answer watching videos and then the teacher asks them to comment. 11% choose turning the classroom into a stage, which means making shows.

The interview is a good idea to collect data to see exactly if 3rd year students can speak English well or they cannot speak it fluently. Some of the participants are fearful to make any kind of mistakes so they answer exactly like the participant before them. When the questions were asked some of them ask for more time to make a sentence.

Question1: “Do you speak English well?”

We note that the highest percentage is who answers “*Between*”, 61% which means they still face some speaking problems, and 33% say “*No*”, which means they cannot speak English fluently. 6% say “*Yes*”, which is the lowest percentage next to “*No*” and “*Between*”.

Question 2: “What is the main problem that you face when speaking English?”

31% say their problem is related to shyness, 34% have problems in grammar and 35%, the highest percentage, have low vocabulary.

Question 3: “What are the reasons that make you not good in speaking English?”

Getting shy reaches the highest percent 61%; on the other hand, 6% say they cannot join sentences. 5% answer there were no enough time, which means some of the teachers skip some students for the shortage of time. 17% say no practice, and 6% say they did not listen to natives. 5% say they worry about making mistakes, so they prefer not to speak or speak very little.

Question 4: “Do you speak in classroom with confidence or you often cannot speak in front of other classmates?”

50%, the highest percentage goes to “*No*”, which means they do not speak in the classroom with confidence. 17 % say “it depends on the atmosphere” which means they speak but sometimes they do not, if students from other groups attend. 33% say “*Yes*”; that means they must be confident before they speak to speak well.

Question 5: “If you have a long or even a short experience with speaking English, please share it”

56% answers “long experience”, and 44% say short experience. Most of the students watch TV, listen to music, or watch videos.

Also there are other opinions:

- Watching News
- Watching cooking shows

- Taking courses
- Giving courses
- Reading short stories
- Watching YouTube
- Chatting or talking to native speakers
- Talking to friends in English

Question 6: “Why do you think students who studies abroad speak English more quickly than students who studied in their country?”

83% say they “speak English everywhere” so they will use English wherever they go which would be the reason why they speak more quickly, and 6% say because they have good teachers.11% say because they are forced to speak English, which also means that they will use English everywhere inside and outside the classroom.

Question 7: “What is the best way in your opinion to speak English well?”

34% say their best way is to practice the language, or by using it; on the other hand, 20% answer more speaking, which means using English as much as they can. 20% say watching TV, News, films; on the other hand, 26% say the best way is travelling abroad.

Question 8: “Should the way your teacher uses in classroom be changed?”

94% say “Yes” the way should be changed, and 6% answers “No”, the way is good.

Question 9: “What do you think are the factors behind speaking problems?”

45% say the factors behind their problem in speaking are external; this is the highest percentage; 33% say they have a combination of both, internal and external factors. 22% choose internal factors as the cause behind their speaking problems, which means they do not develop themselves or research for a way that may improve their speak skills.

3.2 Conclusion:

In conclusion, the aim of this study is to find an effective solution for students to speak English fluently. The results of the study indicate that the students face many problems, which affect their speaking performance: (1) Being shy or inhibited is a very common problem that most of students face. (2) Low vocabulary (3) Mother tongue use (4) They do not listen to native speaker as in watching movies, YouTube, TV (5) Nothing to say, or speak very little because of psychological pressure or fear of making mistakes (6) Problems in grammar.

4.2 Recommendations

Some recommendations are made for both teachers and students to help students develop their oral skills and to suggest good ways for teachers to use when teaching English “speaking skill”. Firstly, students must know the importance of speaking is easier than they think. Also students have to develop and improve their speaking by using ways that entertain and educate them at the same time. As far as students are enjoying the way that they follow then they would learn more. Some of the good ways to follow to get the oral language and develop their speaking are:

1. Watching television like: movies, programs, News...etc.
2. Watching YouTube which would be the future television where they can watch any video about anything they like and enjoy while learning at the same time.
3. Reading is another good way of improving oral skills, as reading short stories, novels, books...etc.
4. Online courses which are more affordable for students.
5. Talking to native speakers will absolutely help students improve their speaking.

Also there are other little things which will support students' speaking performance:

1. Changing phone settings to English

2. Trying to talk to friends in English
3. Talking to oneself in front of a mirror or when doing things like: cooking, cleaning...etc.
4. Writing about any topic will help, because the brainstorms vocabulary.

As for teachers, some of the best ways to help their students develop their speaking are:

1. Using English in the classroom
2. Doing presentations
3. Dividing students into groups to make a conversation about any situation they choose. It will be fun for students to make while learning at the same time.
4. Letting students watch videos or short stories and asking students about their opinions, will encourage them to speak.
5. Being friendly with students and trying always to use a new way in classroom will give them a push to speak English.
6. Giving all students a good time to speak.
7. Turning the classroom to a stage may also help students.

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