

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA
UNAN-MANAGUA, FAREM-MATAGALPA



Graduation Seminar to qualify for a degree in Science Education with a minor in English.

General Theme

The main factors that affect students' English learning in basic education during the second semester 2016.

Sub Theme

Factors that affect students' speaking skills development in 8th grade at San Ramon National Institute (INSR) during the second semester 2016.

Authors:

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Tutor:

Brigida Mendoza

February, 2017

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Dedication

We thank to God who gave us the gift of life, the wisdom, and the opportunity to be a student in these years of training. Not only intellectually, but also morally and spiritually. We thank to Him for allowing us to enjoy special moments that we treasure in our hearts.

We thank our families for their unconditional support along the way. With the support of them, we have completed the second stage that permits us to continue facing challenges of life.

We thank our teachers for their efforts, patience, and the dedication that they have put into us. We especially want to thank our excellent teachers: Brigida Mendoza, Ligia Pineda, Mauricio Alvarado, Julio Roa, Marisela Coronado, and others that played an important role in our studies. All of these teachers have been an example of dedication and love for the work in this special profession.

Acknowledgment

Ourspecial thanks:

To God who gives us the opportunity to culminate ourstudies successfully.

To our family who always motivated us to pursue our goals despite the difficulties presented day to day.

To the professors who helped us facilitate the learning of this language, especially those that worked with love and devotion in this great labor.

To our classmates who helped us in the development of activities through these five years, with whom we have shared more joys than sorrows. These moments will be in our thoughts for the rest of our lives.

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGGUA

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2016 AÑO DE LA MADRE TIERRA

Valoración del Docente.

El trabajo de Seminario de Graduación elaborado por las Bachilleres Carlos Antonio Jirón López con carné número 11065857 y Surisadday del Rosario Guardián Roja con carné número 11064108 para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés con el tema: Main Factors that Affect Student's Learning English in Basic Education In the Second Semester 2016 y el Sub-tema "Factors that Affect Student's Speaking Skill in 8th Grade at National Institute San Ramón (INSR), During the Second Semester, 2016. Responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

En el proceso de análisis y discusión de los resultados, se realizó tomando en cuenta las variables del estudio, la triangulación de los instrumentos de recolección de información y la bibliografía consultada, que facilitó asimismo la elaboración de las propuestas y las conclusiones.

El presente trabajo es el resultado de gran esfuerzo, dedicación y aprendizaje que desde la aplicación de conocimientos adquiridos en la carrera y la experiencia de poner en práctica los pasos metodológicos de la investigación científica, aporta un marco referencial del Centro Educativo con el propósito de aplicar nuevas técnicas de aprendizaje en la habilidad de Speaking acorde a la realidad del entorno educativo.

LIC: Brígida Mendoza s

Tutora

Summary

This study is about the difficulties of teaching English to students in basic education. This work is about factors that affect students' speaking skills in the 8th grade at the National Institute of San Ramon, as well as administer and analyze instruments in order to know if there are factors affecting the acquisition and development of their speaking skills in the teaching and learning process during the second semester of 2016.

The purpose of this study was to identify and verify the factors that affect students' speaking skills because these factors are affecting their learning and they do not interact in the English class.

The instruments administered were: a survey to 35% of the 8th grade students, an interview with the English teacher, an interview with the students, and an observation of the English class.

The main results of the survey showed that students like to learn English, but they do not like to speak the language because they are afraid to make mistakes in front of their classmates. In the interview, the teacher expressed that it is difficult for students to develop this skill because they have so little time to teach.

In this research, we found that the implementation of speaking strategies was not administered because the classes were completely focused on teaching grammar. The other main factor that limits students from successful learning is short class periods. Students have English class twice in week for 45 minutes which is not an adequate amount of time to learn English effectively.

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Introduction

The present research offers information about the factors that affect the 8th grade students' English-speaking skills as well as the perspective of the teachers at San Ramon National Institute (INSR) during the first semester of 2016.

Currently, the students are not able to communicate with their classmates taking into account the topic that they receive in class. There are different factors that affect the learning. For example, students don't like to speak English in front of the class because they don't pronounce the words properly, they are afraid of making a mistake in front of their classmates, etc.

This research has found factors that affect speaking skills and why students aren't improving their skills. In the classroom, speaking activities aren't focused on communication. This investigation was carried out with the purpose of identifying factors that affect students' speaking skills and proposing some suggestions or alternatives that help educators teach and students learn more effectively.

In this research, it is important to know why the students do not become fluent the moment they speak English or communicate with other people. The work structure began with stating the problem, and then we proceeded to make a justification about the difficulties presented.

This research is focused on scientific and descriptive approach which is based on the quantitative and qualitative method. The information was collected from 45 students using instruments such as interviews, surveys, class observations, and the sampling of 15 English 8th graders from San Ramon National Institute. Eight

students were female, seven were male, and all students ranged between the age of 13 and 15 years old.

In this research, three techniques were used to recollect the information: surveys, interviews, and guided classroom observations. The information obtained in these instruments were analyzed and discussed in the tabulation chart. It was analyzed that the percentage obtained in each chart was answered by the students. The interview was designed with 6 questions to the teacher and 6 to the students; beside we did 3 class observations.

This research was conducted using the quantitative and qualitative approach. It was applied the quantitative and qualitative approach because we used the collection and analysis of data for achieving our objective and determining the scientific factor that affect students in the process of learning speaking skill. Therefor these approaches are essential characteristics in our research.

This research is based on scientific because we take cites of expert in this area of research and descriptive method because it is addressed to understand and to analyze the relation that there exist in our variable (factor, speaking skill, students). In this research it is determined the relation that exist between this variables finding that there are some factor that affect speaking skill in the students of the English class explaining each one them.

Theoretical method: this method was used because we collected and analyzed some theories about our topic extracted of web side for them to write and analyzed information obtained in this side.

Empirical method: This method was used because we used three types of techniques for analyzing data and writing a report about our research work. These techniques are: survey, interviews and observation guide.

The survey is designed with 6 closed questions; this allows knowing what are the factor that affects in their learning of English language or why they are difficult for them English learning. Students express their ideas without anxiety, because they do not write their names in the paper or in the survey and they feel confident in the moment to answers the survey.

The interview was designed to a teacher and other for the students that can help us to analyze all questions about factor that affect students to improve their speaking skill, besides we can know whether the strategies used for the teacher are design to improve the speaking skill in classroom.

Guide observation: was designed to know what the strategies the teacher used in class was to improve the speaking skill, also observe if the teacher used interactive class in the classroom or the teacher only used repetition strategies with the students. It were carried out three observation guides on the date, of October, 26, 2016, October, 31 2016 and November, 02, of 2016. The class was 45 minutes and the students received English class twice a week.

Justification

This research is based on the factors that affect speaking skills in adolescents who are studying English in 8th grade at National Institute San Ramon. It is important, to identify and analyze each factor to be able to explore possible solutions to the problem, and share techniques of teaching where both teachers and students improve their practice.

The investigation aim is to improve the speaking skills and communicate with other group members easily and get good grades in oral activities. The aim of the research is to determine the factors that affect students speaking skills toward the learning of English, the perspective of teacher and student who are involved in this problem.

This issue has been one of the biggest problems that exists in this area of English and still has not been overcome. It's necessary for students, to achieve a high level in speaking English in high school, because when they enter college and want to graduate in this area or language, they need to have basic knowledge of English.

The purpose of this investigation is to serve as support material to possible readers, teachers, students, and directors that are involved in this problem of English class For example: when the teacher knows the problem, he can understand it, he cannot disappear, but he can change his methodology or other aspects that may be useful and the students can carry out all strategies that will be helpful for students in their fluency when practice Speaking English Skill.

General objective

To analyze the factors that affect students' speaking skills development in Basic Education at (INSR), San Ramon National Institute during the second semester, 2016.

Specific objectives

To identify the factors that affect students' speaking skills development in 8th grade at (INSR), San Ramon National Institute during the second semester, 2016.

To verify the factors that affect students' speaking skills development in 8th grade at (INSR), San Ramon National institute during the second semester, 2016.

To suggest alternatives to improve students' speaking skills development in 8th grade at San Ramon National Institute (INSR), during the second semester, 2016.

Development

San Ramon Public National Institute is located in the city of San Ramon twelve kilometers east of Matagalpa City. San Ramon National Institute offers different modalities, regular high school in the morning from Monday to Friday, Saturday and Sunday. There is a staff of 17 teachers from Monday to Friday, 14 teachers on Saturday, 12 teachers on Sunday, a principal, vice-principal and one secretary.

The field is important because in this level, the students aren't able to communicate in English with their teacher or their classmates. There are factors that affect their learning. For example, students don't like to speak English in front of the class because they mispronounce the words. Some students don't like the English class, and other students are always using their cellphone in class. This a distractor during the activities in the classroom designed by the teacher either because they listen to music in Spanish not in English, or they are playing during the class development.

To teach speaking skills in Spanish has been a problem that exists in this area of English and students do not progress. It is necessary for the students to achieve a higher level of English-speaking skills in high school in order to graduate from college in this area. However, they don't progress because there are several factors that make difficult for the learners to improve this skill such as anxiety, depression, attitude etc.

Language is a system for communication. For that reason, communication skills are part of learning a language. Practicing by speaking should be a central part of English lessons in schools today. However, students do not speak English in the classroom because they cannot do it.

The purpose of this study was to identify the different factors that affect students' speaking skill but also to verify why this phenomenon is not being tried dealt with more interest in the Nicaraguan schools.

Nowadays, English speaking skill is an important language in Nicaragua education, English is a useful tool and it is necessary to speak and to know every aspect of the language. During the last two years Nicaragua's government has developed different projects to make education more accessible. It is very important to point out that these programs the teachers use textbooks which give the opportunity to students to study by themselves and this demands students to speak day by day. They need to have a good speaking skill to complete these courses.

Teachers need to develop speaking skill in order to give the students the necessary tools to succeed, such as: Role-play, who am i? Drama, etc. English teachers are concerned about this specific topic because speaking skill even in their tongue is a serious problem. When the teacher uses her/his mother tongue, the students don't practice the second language.

We take into account our experience during the high school, when we were students, and we didn't practice the speaking skill, because the classes were only grammar, and the predominant activity was Grammar Translation, currently this activity grammar translation is used in the learning-teaching in high school.

The students of the 8th grade from San Ramon National Institute have difficulties in the speaking skills because there are factors which affect their learning. Both teacher and students need some possible solutions to improve the factors that affect students speaking skills in 8th grade at (INSR) San Ramon National Institute, during the second semester, 2016.

Our purpose is that teachers updated, and offer other strategies to students participate in the class such as: teacher speaking games, more dynamic class (cabbage strategy, guessing game, role-plays, exchanging information, who am i? etc.)

Speaking

According to Bygate, (1987) "Speaking consists of producing systematic verbal utterances to convey meaning"(p.45). English is the second language spoken in the world; speaking skill is an important ability in order to develop the communication in the learner of this language. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, with short sentences or short phrases that allow evolving but it is not completely unpredictable.

However the pronunciation of the English language varies from country to country around the world, which the most important is to understand what the people need to communicate, it is necessary to emphasize in students what is the right or wrong way to speak English; still, it is important for them and not be restricted to standard English. Nevertheless to develop a good speech needs to practice pronunciation.

According to Pal C.(2015) "Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the vocal tract, vocal chords, tongue, teeth and lips"(p.10). Speaking is the second of the four language skills, which are: Listening, speaking, reading, and writing. In our own language, speaking is usually the second language skill that we learn. This vocalized form language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of a dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation.

This is the last factor which may influence students' difficulties in acquiring communicative skills in language learning. This factor includes teachers' techniques, classroom activities, extra curriculum activities, and the course syllabus. The teacher is a very important factor in the teaching - learning process. A good language teacher depends on two factors: a level of proficiency in the language, and knowledge and expertise in language teaching techniques, Fun and interesting inside classroom activities are closely related to teachers' skills and techniques in the classroom.

The best way to improve any skill, including speaking, is to practice every day. The fastest way is to practice with a partner because students are forced to speak well enough to be understood, but if no partner is available, turn on the TV to watch a program in English, and repeat what students hear. So, they get used to the sound of their own voice in English, but keep practicing. Take every opportunity to converse in English, even if students are nervous or worried that they may not do it well. People will be pleased that students are trying; they will improve their skill with each attempt. Meanwhile, when the learner is not actively speaking, repeat in your mind. Mental repetition has been shown to help improve skill.

Speech

A good speech may be defined as a way of speaking which is clearly intelligible to all ordinary people. Bad speech is a way of talking which is difficult for most people to understand. It is caused by mumbling or lack of definiteness of utterance.

According to Lundquist, L (2008) speech is a vocalized form of communication based on upon the syntactic combinations of lexical and names that are drawn from a very large (usually about 1000 different words) vocabulary. Each spoken

words is created out of the phonetic combination of a limited set of vowel and consonant speech sound units. (Phonemes)

When students use oral communication in their classroom, they are using the speech maybe they do not express ideas correctly, because the learners do not know wide speech vocabulary in their main, but they intent to speak or produce short sentences after they are able to learn a new vocabulary,they could create new sentences more complex and form a short speech.

Levels of speaking

Beginning:

According to Okoye, Henning & Benson (1998)“This student is often a new arrival with little previous English training and --this is the key -- a very limited vocabulary. This student is lost in the classroom and has nothing on which to base his ability to function, comprehend, and respond”. In this stage the students do not have base about a new language to learn, their knowledge is little narrow and do not comprehend the teacher when he/she is speaking English language, in this stage the beginners cannot answer to simple questions like, “what’s your name?” Or “where do you live?” Students can respond with “yes” or “not,” but not always their answers are correct, so they don’t understand what the teacher says.

In this level the students start to learn new vocabulary that they will be practicing day after day so they can do simple assignment in classroom. The teacher must know that there are different style of learning and rhythm of learning in the moment of planning the activities of teaching.

High beginning:

According to Okoye et al (1998) "This student can understand some classroom directions and attempts to do simple assignments but with great hesitancy and misunderstanding. Vocabulary is still greatly limited to commonly-used words"

In this level the students can understand some activities assigned by the teacher, they can do tasks with many mistakes. Vocabulary is limited still and even they are using the same words and they do not use a new word when they try to speak in English, in this situation the teacher should motivate to his or her students to continue learning vocabulary that they will practice in their speaking language.

This is the level where the students is involved in simple independent activities created by the teacher to improve their speaking, here the learners can respond simple questions such as what's your name?, where do you live? And others, also they can lose their fear to talk in front of their classmate feeling positive.

These learners are able to respond pictures showed by the teacher or comment about the pictures that teacher brings to the classroom.

Intermediate:

According to Okoye (1998) "This student participates in most classroom activities and follows directions adequately, though with frequent misunderstandings. Vocabulary is limited but rapidly improving". Students are more positive and self-confident in this level, because they can participate in most activities and follow instruction that teacher gives in the development of class, their vocabulary is narrow but they improve it in a fast way. The learners feel comfortable, and they start to speak English, due to those students have learnt new vocabulary, so they already are able to do short dialogue and exchange ideas with their classmate practicing the second language.

The learners have a better learning but they need to write some words after tell them in conversations when they are working in groups or pairs, or when they are developing an oral presentation about a task that the teacher assigns last day.

High intermediate:

Okoye (1998) stated that “This student easily participates in classroom and social activities, constantly adding to his/her knowledge of vocabulary, American culture, and teacher expectations” The students participate and they develop activities of speaking in the classroom as: dialogues, interviews, expositions, role-plays, and their vocabulary is wide, but their speech does not have a correct utterance, and in grammar, there are errors yet, these errors should be rectified in this level. And his/her confidence goes increasing, so that they will be able to understand more complex concepts or more complex sentences.

Advanced:

Okoye (1998) expresses “This student is able to participate and excel in all classroom and social activities, requiring less frequent teacher intervention with vocabulary and directional assistance.” This is the level where the student already has improved their learning because they can participate actively in the all different activities created by the teacher, and the teacher intervenes with less frequency in each activity, the students are able to learn a new word and use in their speaking easily.

Fluency:

According to Thomson(2012) Fluency: is a term that means the smoothness or flow with which sound, syllables, words and phrases are joined together when

speaking quickly. In other words is the capacity that the students have to express the correct words in an easy form and spontaneity to speak second language.

It is necessary that students have good fluency in the classroom and they can express their ideas in an understandable way. This permits that pupils can practice intonation, sound, and their speaking.

Vocabulary:

Thomson (2012) claimed “It is the set of words within a language that are familiar to that person, a vocabulary usually develops with age and serves as useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language”. Learning vocabulary has a great importance because learners have better knowledge and they can express their thinking and interact with the classmate. Students need learning vocabulary so that a wide vocabulary helps students to improve in communicative activities in the classroom.

Grammar:

According to Thompson (2012) “Refers to cognitive information underlying language use Speakers of a language have a set of internalized rules for using that language”. When students learn grammar, they can connect ideas and express them.

Students say that English grammar is difficult too and they often say “We don't speak and write Spanish very well, English is complicated for us”.

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules; the objective in language classroom is to get the pupils to learn the target language and use it, which is done best when they are involved actively in the learning process. Learning to speak a language is a very difficult task for

foreign language learners because it requires the ability to use the language properly in social interactions.

Intonation:

Thompson (2012) stated that “It is variation of spoken pitch that is not used to distinguish words; instead it is used to a range of functions such as indicating the attitudes and emotions of the speaker, signaling the difference between statement and questions, and between different types and questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction”. It contrasts with tone, in which pitch variation in some language distinguishes words, either lexically or grammatically. It is referred to in the moment that students speak they need to pronounce correctly all the words because there are words with similar sounds but different meanings, in this case the intonation plays an important role when they express their words or when they want to speak English language.

Rhythm:

It is one of the three aspects of prosody, along with stress and intonation. Languages can be categorized according to whether they are syllable-timed or stress-timed. This refers to the aspect in which students should care about their speaking, if they speak slowly the audience is boring, or if they speak fast the audience will not understand. Here is when the rhythm comes into function to help them communicate with others.

Speaking Skills Development

According to Bygate (1987), “... in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of

knowledge, but a speaker of the language should be able to use this knowledge in different situations. We do not merely know how to assemble sentences in the abstract: we have to produce and adapt them to the circumstances”(p.3). Speaking seems to be the most important skill required for communication. English today is believed to be the most influential medium in bridging the global communication. Learning a new language involves skills of listening, speaking, reading and writing. Among the four skills, speaking is said to be the most direct way to talk to people. However, the students say that it is difficult because writing and pronunciation are different.

Factors that Affect Speaking Skills Development

Fear

There are several factors that affect the acquisition or learning of English speaking skills. Confidence and competence usually reinforce speaking skills that is to eliminate their fear of making errors; a priority that a teacher should consider is making learners to feel comfortable with their language use.

Students do not practice speaking skill among them, because they are afraid of making mistakes and suffer of jokes from others in the class, but they like to watch English movies, listen to English music; so they know English words related to the content taught by the teacher.

Students fear speaking English Language in public and cannot make a short conversation or an English presentation without translating it. Some activities taught by the teacher in the class do not contain enough exercises to facilitate the speaking skills, and teacher does not use strategies that develop speaking such as: role-play, debates, and presentations. Sometimes, the teacher is devoted of writing exercises of grammar than speaking skills.

Motivation

The most important in this speaking skill is the motivation, if the students do not have motivation, and interest for learning English language, they are not competent and their level will be low.

It is considered that speaking skill can be achieved through motivation. When the student is feeling motivated his/her self-esteem is high, they get to improve their speech, exposition, dialog and communication with the classmate, teachers, and foreign people.

Learners must acquire knowledge of how native speakers use the language in the context of structured interpersonal exchange, which many factors interact speaking activities can fail due to that some aren't real problems in class. Therefore, it is necessary to examine the factors affecting oral communication, components underlying speaking proficiency and specific skills of strategies in communication.

Some factors may affect the improvement of English learning in the students of high school and communicate in a fluid way. It could be the lack of interest from students, the English classes are not being attended by students or the English teachers are not applying any activity to improve the speaking skills. These are some possible reasons why students are not practicing English language in the classroom with their classmates.

Anxiety and depression

Gray & Harry Ayers (2006) stated that “anxiety and depression are just two effective factors that contribute to learning difficulties or are result of learning difficulties. The impact of persistent failure can adversely affect a pupil’s may develop self-esteem confidence, perceived self-efficacy, attitude and motivation” (p.61). Nowadays, students in high school are not able to get a good learning in the speaking skills, but according to Harry Ayers a factor that affects students in this ability is the anxiety because they spend too much time at institute, most of students are afraid of speaking, they find desperate and do not find answers.

We think that anxiety is an involuntary advance who human beings have the cause are anguish, worry, and above all, the insecurity maybe because the students have not answered very coherent, however, their insecurity does not allow that she or he can express, this makes students do not improve their speaking skills because the anxiety does not help them to show their capacity of speaking English.

Another factor is the depression, because of the anguish and worry, they do not allow students to develop this ability. The students feel that they are not intelligent. Also, the students feel very sad too; because they think that do not have enough knowledge. For example, when the teacher asks a question they cannot answer or understand it, so, students feel clumsy for not speaking English and tend to get discouraged, and lose interest for speaking English.

Improperly listening skills

According Shumin, (1997), “the central role of listening comprehension foreign language acquisition process is now largely accepted. And there is little doubt that listening plays an extremely important role in the development of speaking abilities.

Speaking feeds on listening, this precedes it. Usually, one person speaks, and the other responds through attending by means of the listening” (p.2). The students from high school express that listening and speaking skills are the most difficult skills in the English learning class, but they know it is important to learn English to understand when the teacher is speaking and communicate with foreign people who come to school.

Students express that they do not know what the words mean for making sentences, and connect in the moment of speaking, when they are doing an exposition. They do not understand even if the words are adjectives or nouns, also the lack of listening the pronunciation of words and repeat them, it helps students to have a good achievement in speaking skills.

The central role of listening comprehension in the second language acquisition process is now accepted. Listening to music and learning to sing it, it is an important role in the development of speaking abilities. Usually, one person speaks and the other responds by means of the listening process, In fact, during interaction, role- both as a listener and a speaker. If one cannot understand what it is said, one is certainly unable to respond. So, speaking is closely associated with listening skills.

Latha and Ramesh, (2012) claim:“Listening plays an important role in the development of speaking abilities. Usually one person speaks and the other responds through attending by means of the listening process” (p.3). In fact, during the interaction, every speaker plays a due role both as a listener and speaker. If one cannot understand what is said, one is certainly unable to respond. This affirmation shows as listening skill has great relevance in the speaking process, students already need to comprehend the question to respond satisfactorily. In

other words listening is the key for exchange information and students can develop imagination and comprehension.

This skill is a very important part to have a good communication. When a person is listening to, his/ her attention is focused on the message to answer but if this person has problems to understand what the speaker is saying, how she /he will answer. For this reason listening affects speaking.

Teachers must pronounce correctly the words in the classroom in order to the students can understand what she is saying, so the learner can respond or speak about the subject taught, this situation allow an interesting class where teaching-learning process are successful.

Learner inhibition

It is other problem that affect in the speaking process for students

Latha and Ramesh,(2012) state “Speaking activities require a learner to have all eyes on him; exposure to an audience can often give learner stage fright. They may also be worried about making mistake, being criticized or losing face in from of the rest of the class”(p.2).This refer that the students can't express their ideas in the moment of participate in the activities of speaking because they do not focus on answers they feel frustrating for this situation and they prefer not to participate.

It is a feeling to make students not to take the risk to speak a second language because they have fear of being criticized when they make mistakes and this limits them to express their ideas or communicate what they want.

When the students are in front of an audience, they still feel so nervous to talk in English that they could forget how to express their thinking and they do not want that the partners make jokes of them because have not good pronunciation in the moment when they are exposing.

According to Rivers (1968) “Believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. ”He refers to all the strategies used in the classroom for developing subjects that motivate to the students to participate in communicative class, the strategies that are not being used correctly do not help students improving their learning.(as cited in Nguyen Hoang Tuan, 2015 p.3)

In this situation teacher should inform about topic that catches student’s attention. On the other hand, teacher should use strategies for improving the participation in the English class, for example teacher should use role play, jigsaw, games, etc. and the students have the opportunity to practice and they also have a more dynamic class.

Attitude

Rubin and Thomspson (2012) express “defines attitude as one of the key factors that influences success or failure for language learner” (p.12). This refers to self-assurance to confront the difficulties of the English speaking learning you decide that is difficult or easy, this is in your mind. If people make mistakes, so it means that they are learning.

The correct attitude is a very important factor to speak English, it can easily discouraged by difficulties to speak a second language but if the student has a

good attitude and confidence in themselves and practice the English language, they will have accomplishment when they speak English.

The main objective of this study is to investigate the factors that affect students' speaking skills. English language is a universal language which can be used for communication with nativespeakers and non-native speakers in the world, and students need it for their studies.

Resource Warming up Speaking Skills

The visual aids are important in the teaching of the second language because they show the children what the teachers are teaching, the students have clear ideas about what they are learning when the teacher uses Visual Aids and their learning is more permanent, therefore the students get a meaning-learning.

Visual Aids

Flash Cards: Large picture cards can be made from clip art, color pages, magazines. Enlarge and color the pictures and mount on a piece of construction paper. If the lesson is on the tabernacle, there are many items that will be new to the children and so visuals will be very important.

The use of flash cards in the classroom are very interesting, these are a way to practice speaking. Also the students can express their thinking and they interchange information with the teacher and classmates. When you use flash Cards the student can create stories about the pictures showed. This technic helps the teacher, so that he/she can give the class in aneasier form.

Puzzle Boards: Create a grid of 12 squares (3 across and down). Each square is 8" x 8". On the computer, take a color page and blow it up to be 24 across and 32" high. Divide this large picture into (12) 8" squares. Print each square and cut out. As the story of the picture is being told, attach one square at a time to the grid until all pieces are up and the story picture is complete.

These games are the best form to catch the attention of the student and they have a meaningful learning because these permit that the learners can build the story using their imagination, the puzzle boards are a good way for students and they are interested in the development of the class.

Craft: using a craft as a part of the lesson time allows the children to see what they will be making and how it relates to the story. It is an excellent way to make easy the language learning in the classroom, with these activities the students improve their creativity and they have worked in groups. The class is also very funny for them.

Puppets: whether you purchase or make puppets, they are a great tool for getting the children's immediate attention. Some examples of ways to use puppets in class: Have the puppet whisper in the teacher's ear what they want to tell the class and the teacher will convey the message.

The purpose of puppets is to improve the speaking in the students. With this learner can create dialogue, stories, drama, and different activities when they produce language.

Time Lines: This is a visual technique that will help the children to see the progression of events. One way to show the progression is to take the color page

for each week's lesson and continually add a picture each week and does a 1-2 sentence review of each picture.

Time lines help the teacher to explain the content in a clear way. Also these allow the learners to understand the class easily and they can associate when they talk about time. The students can use time lines to recreate their biography, fact histories, verbal time, and grammatical structure, so this helps them in the process of learning and they are able to remember different time period.

Flip Charts: they can easily be made with sheets of paper stapled together on the top. Use a black marker; draw simple images to illustrate the lesson. Even those who do not feel artistic can use this visual to draw simple stick figures, animals, maps, diagrams charts, etc. After a point is drawn and discussed, flip the sheet of paper to a clean sheet.

Flip chart is a tool that teacher should use in the class, because it helps to increase class discussion. Also it allows learners have a good comprehension. Even, that scholars focused their attention on the different pictures that teacher prepare for the lesson. The flip Charts are a good resource for the teacher because he/she does not lose the time writing on the board.

Definition of Realia

According to Doff, (1988) Realia consists of actual objects or items facsimiles therefore which are used in the classroom as aid to facilitate language acquisition and production. Realia is an object or activity used by teacher to demonstrate real life (particularly of peoples studied). Objects that educators using to help students understand other cultures and real life circumstances and real things. This refers to the importance that has to teach with Realia in classroom as a form to do the class

more active and dynamic, these Real objects permit that students can stimulate their sense and they will have a good understanding.(Cited by Pineda in 2014)

Realia implementation using Realia in the EFL classroom serves to faster a more creative and active teaching-learning environment and promotes cultural understanding. Realia refers to the practice of using real, tangible things in the classroom to help the students to connect with English in a different level. It involves visual, tactile and functional methods for teaching ideas, concepts, vocabulary or grammar.

The teacher could use real objects in the class and the students could associate and comment about them, this methodology is a way to implement the participation. For the teacher working with Realia is more practical because the learners understand easily and they have a successful learning. This permits the teacher to work in any level of comprehension, but using the strategies adapted to the level of students.

Strategies

According to Thomson, (2012) “Individual teacher beliefs, their education and experience of teaching and language teaching, the language levels of students and the types of interaction in the classroom that take place between the teacher and student are all aspects that may contribute to the types of language that teachers use and the strategies and techniques they choose to employ in the classroom” (p.13)

Role-play: “roleplaying refers to the changing one’s behavior to assume a role, either unconsciously to fill a social role or consciously to act out an adopted role” (Doff, 1988)(cited in pineda, 2014 p.1). It is an excellent strategy for students to

have oral communication, each student acts in a specific role and all learners participate. Teacher should use role-play in the classroom to develop speaking in her/his students. Also it is significant so that students interpreting real situation in the class.

Information gap activity: “authentic communication involves an information gap; each participant has information that the other does not have” Doff, (1988) (cited in Pineda, 2014 p.2). This is an important strategy because with this activity learners have the opportunity to practice speaking and they have more meaningful experience and authentic. It is a good way if the teacher wants more interacting class.

Jigsaw activity: “Jigsaw activity are more elaborate information gap activity that can be done with several partners in a jigsaw activity, each partner has one or a few pieces of the “puzzle” and the partners must cooperate to fill all the piece a whole picture” (Doff, 1988)(cited in Pineda,2014 p.2). With this activity the class is more dynamic and the students have a cooperative learning and they interact between them to build the activity.

Guessing games: “Guessing games can also organize with student working in small groups. The teacher gives a picture or a sentence to one student in each group, and the others in the group try to guess it”, (Doff, 1988)(cited in Pineda, 2014 p.3). Guessing games offer to the students the opportunity to improve speaking skill. In this activity one student has a picture and the other should go interviewing.

Strategies Interview: is the most widely used method for selecting employees. The interview evaluate to participants in their abilities of speaking English language because they can express ideas or experiences in front of classmates and teacher, so the interviews are continually amazed, they can make a job interview, report

newspaper, sport interview, with anticipate preparation this guaranties that interviews are the best form to improve the speaking skills.

Drama: is another strategy to improve the speaking skills the students have to read a novel or a story after that they can do an exposition or represent the character of the play drama games, activities and exercises of speaking are often used to introduce to practice English language, these activities tend to be less intrusive and are highly participatory.

Definitions of the key terms

Oral: It refers to the words expressed in spoken form as distinct from written form.

Skill: It is an ability to do something well, usually gained through training or experiences.

Strategy: It refers to a carefully devised plan of actions to achieve a goal, or the art of Developing or carrying out such a plan (Encarta dictionaries).

Technique: It refers to the implementation of the activity which teachers use within a given method. It is a particular track, stratagem or contrivance used to accomplish an immediate objective (Anthony 1963: 63-7).

Factor: It is something that contributes to or has an influence on the outcome of something.

Interaction:It refers to the communication or collaboration between or joint activity involving two or more people.

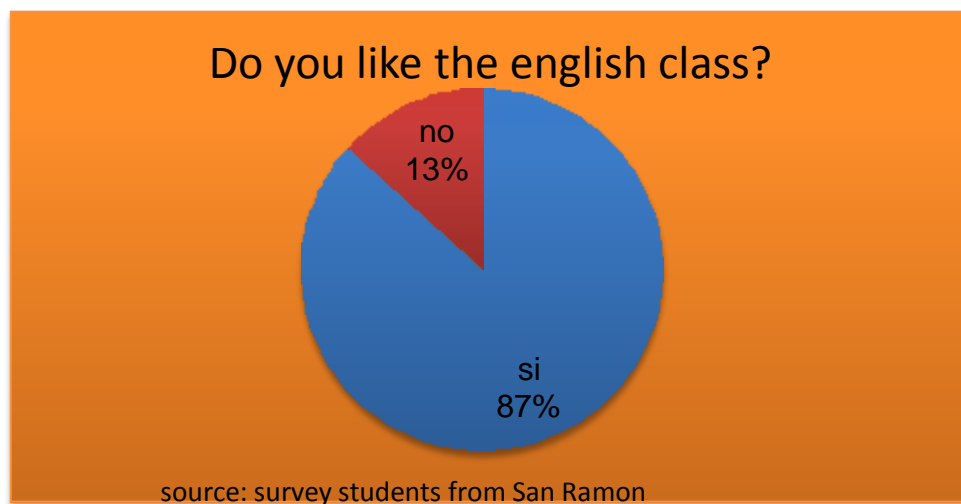
Language: is a formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings (Bloomfield, 1914). Language 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.

Language is a system of arbitrary symbols for human beings' communication in speech and writing, which is used by the people of a particular community". In this definition, the various components of language, or certain words need explanation.

The following information has been compiled through the use of different research instruments such as surveys, observations guide and interviews. The data collected will be discussed and analyzed based on quantitative and qualitative form oriented.

Graphic N° 1

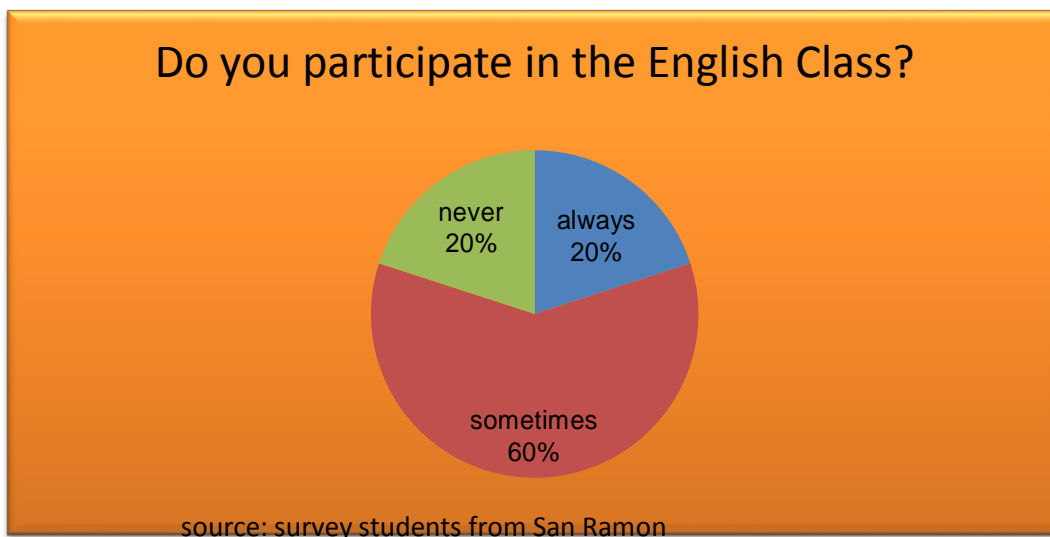


According to Robson (2013)The English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc.

Most of the student equivalent to 87% answered that they like this skill, they express that English is the most beautiful and universal language. Students like to learn it because in their city foreign people arrive and they would like to speak English with them, while the 13% said that they don't like this language, perhaps they don't understand or they are not interested in learning a second language.

The teacher expressed students like learning a new language, so that they practice in the English class but in activities of grammar not in speaking Skills, the class observation affirm that not all the students like to participate in English class even when they said the English language is important in this world, some students don't participate in the activities of the English class although they expressed they like the English language

Graphic N° 2

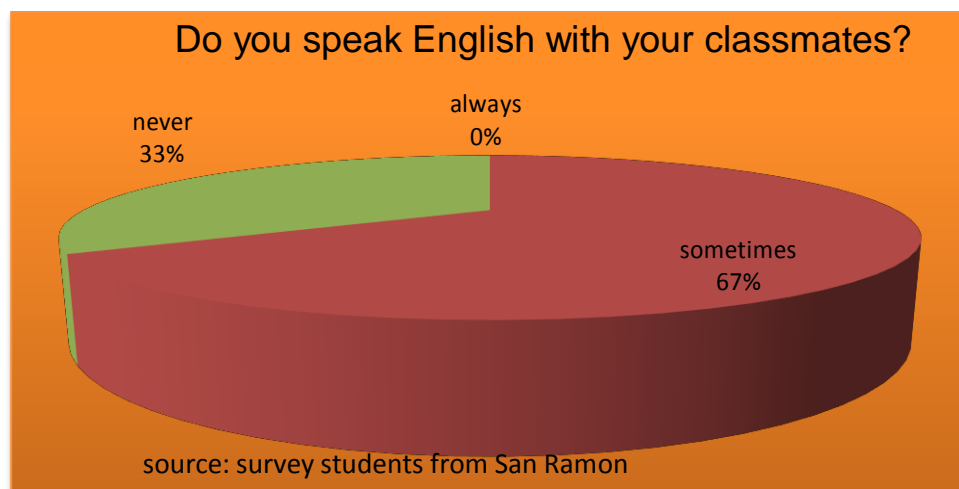


The English teacher of this group of students expressed that the students in this level speak English when she orders to repeat the pronunciation of new vocabulary after her or when they have to practice a dialogue in pairs, and sometimes, when she leads a survey among them and at the beginning of the

class. However, it was observed only the repetition activities where the students practice the pronunciation of vocabulary and sentences.

According to class observation, the students practice English when they repeat, but it is necessary to ask questions to the students according the studied topic through role plays, because they can put in order their own ideas and they can improve their English speaking skill and this is the most interesting part of an English class and the teacher helps with the unknown vocabulary.

Graphic N° 3



In this graphic the 0% of students answered the option always, and the 67% of students expressed that sometimes they practice the English language with their classmates due to the teacher does activities where they practice dialogues, repeat sentences in English language, nevertheless 33% of students never speak in the English language because they don't like to participate in these activities because they feel fear to make mistakes in front of their classmates.

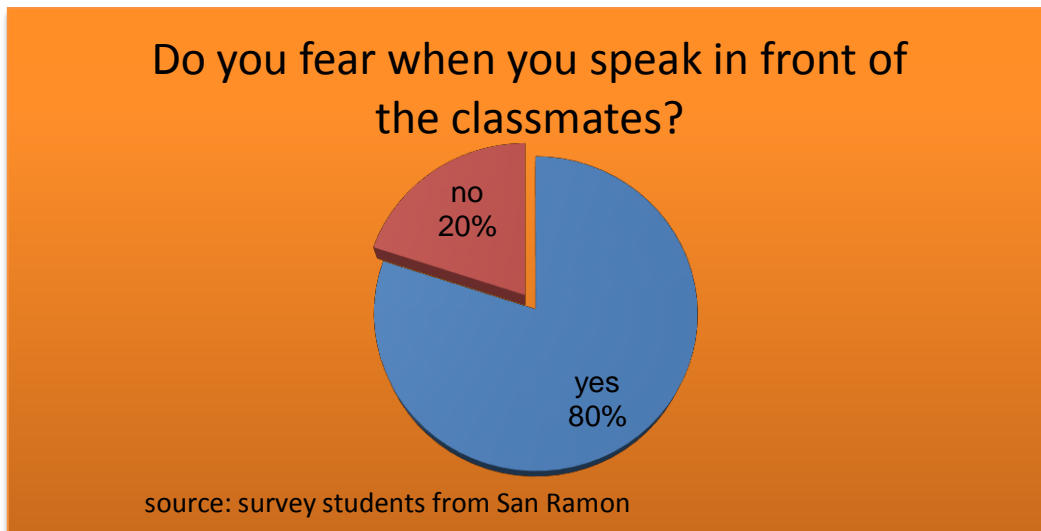
The English teacher claims the factors that affect speaking skills in the students are:

1. Some students are shy
2. Some of students don't like English language
3. Lack of materials or resources
4. The students think that they have a bad pronunciation
5. The national curricula do not permit to improve the speaking skill in the English class

The class observation it was found that these factors are affecting the speaking skill in the students, beside other factors that affect these skills are:

1. The fear to speak English in front of the classmates
2. The bad use of the cellphones
3. Students don't attend the lesson
4. They don't understand what the teacher said in English

Graphic N° 4

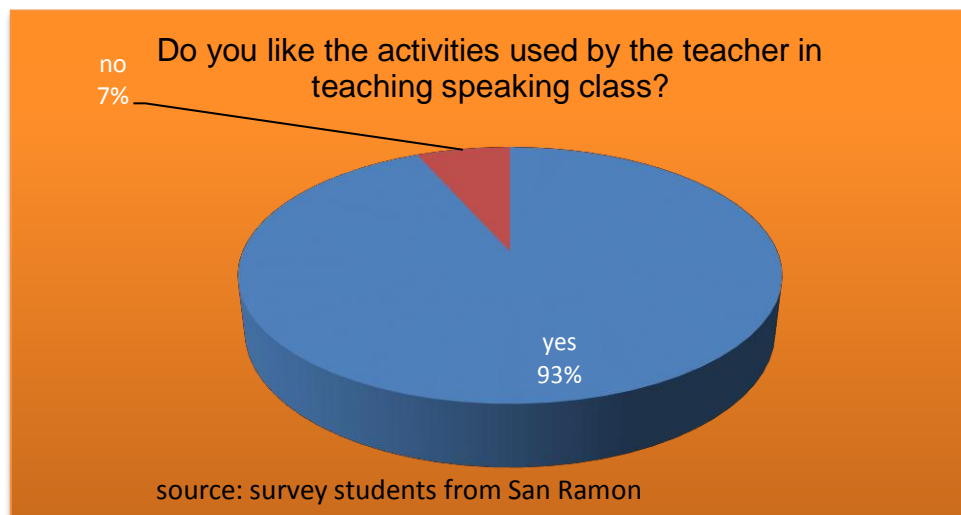


Nilsson, (2011) "Fear of speaking is very closely connected to fear of exposure since fear of speaking is often triggered by the surroundings. Studies have shown that speaking anxiety is often triggered by other people that the speaking anxious person does not feel comfortable with"

According to this graphic, 80% of the students expressed to be afraid of speaking English in front of their classmates, they fear about making mistakes and their classmates jock them, in this question of the survey applied to students demonstrate that, it is a main factor that obstructs the speaking skill in the students, and 20% of them expressed that they do not fear speaking English in front of the classmates. They have high self-esteem because they are not afraid about making mistakes and in this way they can express their English.

The teacher comments “the fear to express English does not permit the students improve or develop their skills. This situation is a big problem so still the teacher used several teaching strategies if the students do not participate in developing of class they do not improve their level of speaking. It was observed that only some students of this group participated in activities where they practice the English language.

Graphic N° 5

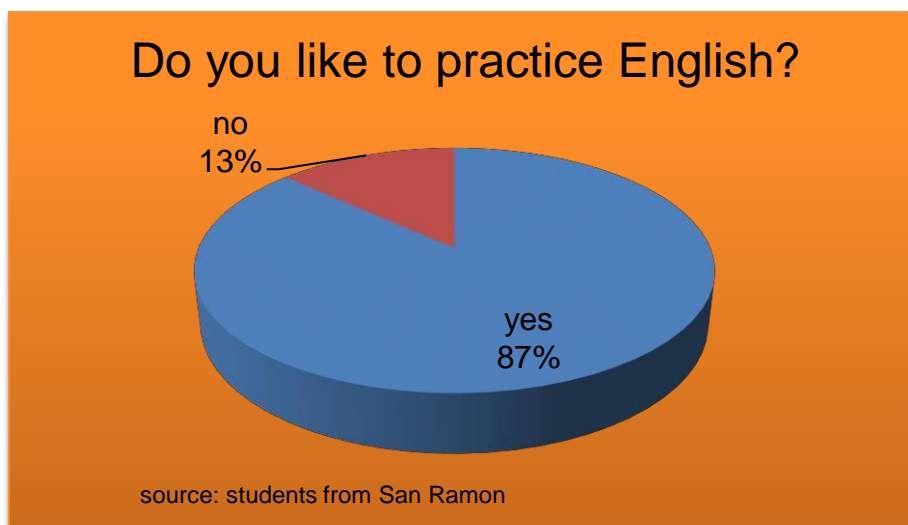


This graphic shows us, 93% of students like the activities that teacher applied in each English class but 7% of them disagree; maybe they don't understand the teacher when She is speaking English. The teacher said that the most common activities is talking with she /he is alone or the teacher says the word

pronunciation and they repeat the words after her, but these strategies do not help them to improve their level of speaking.

The students do not really know what are activities used by the teacher and it was observed the same strategies used in the English class. The teacher always used repetition pronunciation, grammar translation and sentence writing, the only one was using English is the greeting before class start.

Graphic N° 6



Kavi, (2006) Many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language.

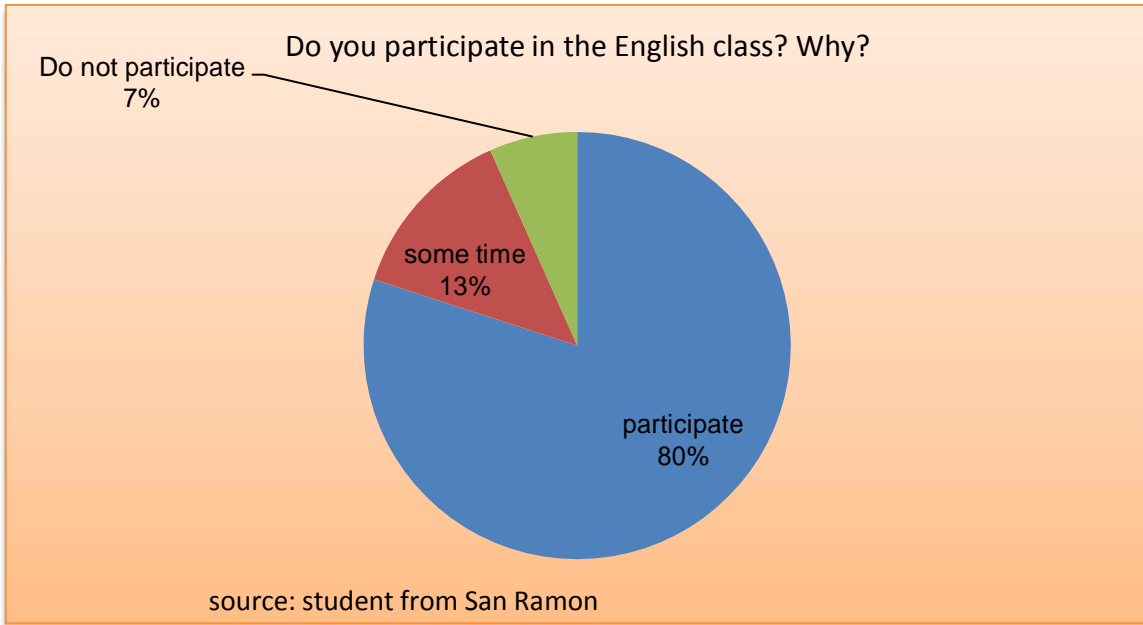
This graphic represents the 87% of students practicing the English language but they practice in classroom, out of the classroom they carry out their practice only in the task but they do not practice speaking in English language, the 13% of other

students claimed they do not practice English, the teacher affirms the greeting before starting the lesson class only speaking English and the teacher says that the students respond the grammar exercises in their notebook .or exercises in the blackboard due to the teacher must carry out between 2 and 3 topic in 45 minute, this time is the period that the teacher develops her/his lesson plan for a day class.

This interview gives us information about the interaction that the students have in the English class or whether they practicing English language by their-self in other schedules out of the classroom, the answer permit us to compare with the survey applied to same students.

Question N° 1

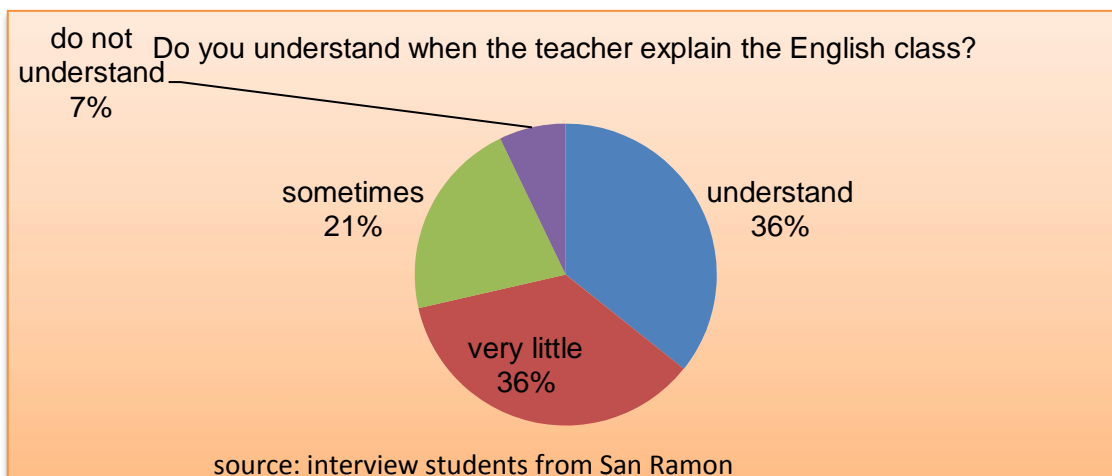
Question	Answers
Do you participate in the English class?	They like to participate in the English class because They can improve their knowledge, travel to other countries, and talk with native people whom speaking English language.
Why?	Sometimes we participate because we do not understand to the teacher.
	We do not like to participate in the English class because we do not understand



In this graphic, 80% of students answered that they participate in the English class, and they understand that to participate in English is to repeat everything that the teacher says in the English language. For example, when the teacher says “Good morning,” “hello guys,” or when the teacher says “ok guys repeat after me,” 13% of them only participate sometimes because they do not understand what the teacher is saying. However, only 7% of them do not participate in the English class because they do not like to learn the second language.

Question N° 2

Question	Answers
Do you understand when the teacher explains the English class?	Yes, we participate because the teacher explains us in Spanish and English.
	We do not understand enough to the teacher for this reason we almost never participate in the English class.
	Sometimes we understand to the teacher.
	We do not understand to the teacher.

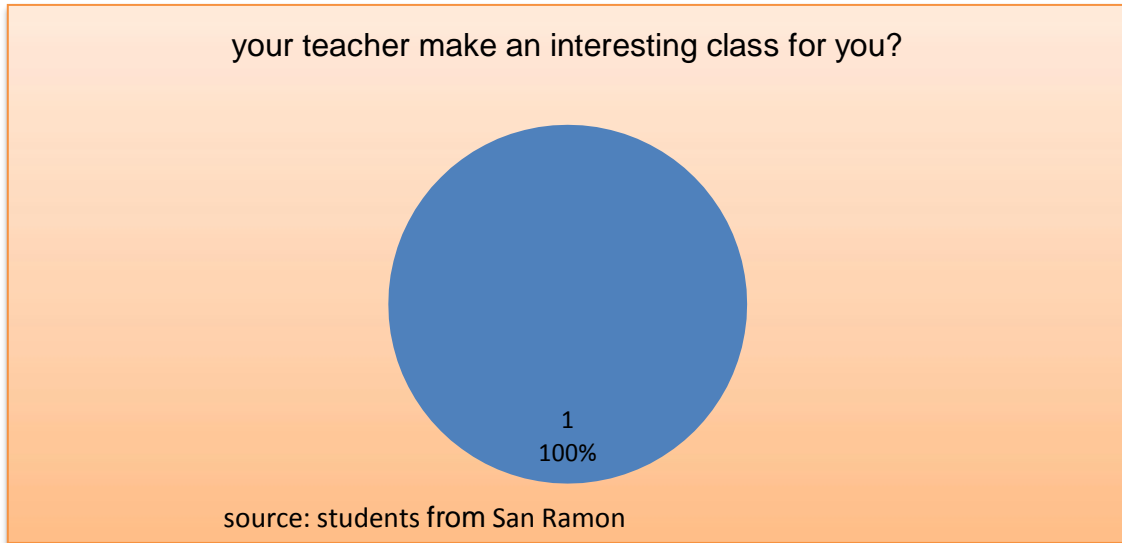


In this question the 36% of the students express that they understand when the teacher speak in English, 36% of them said that they understand a little. This is the reason why the pupils do not participate, 21% of students claim that sometime understand only when the teacher says easy thing in English , only 7% of students do not understand when the teacher explain the class in English language.

We can see that the percentages of students that understand to the teacher: a few understand 36%, sometime understand 21%, and not understand 7%, if we sum these per cent we obtain 64% so we can see that this per cent of students don not understand very well when the teacher explain the activities in English class.

Question N° 3

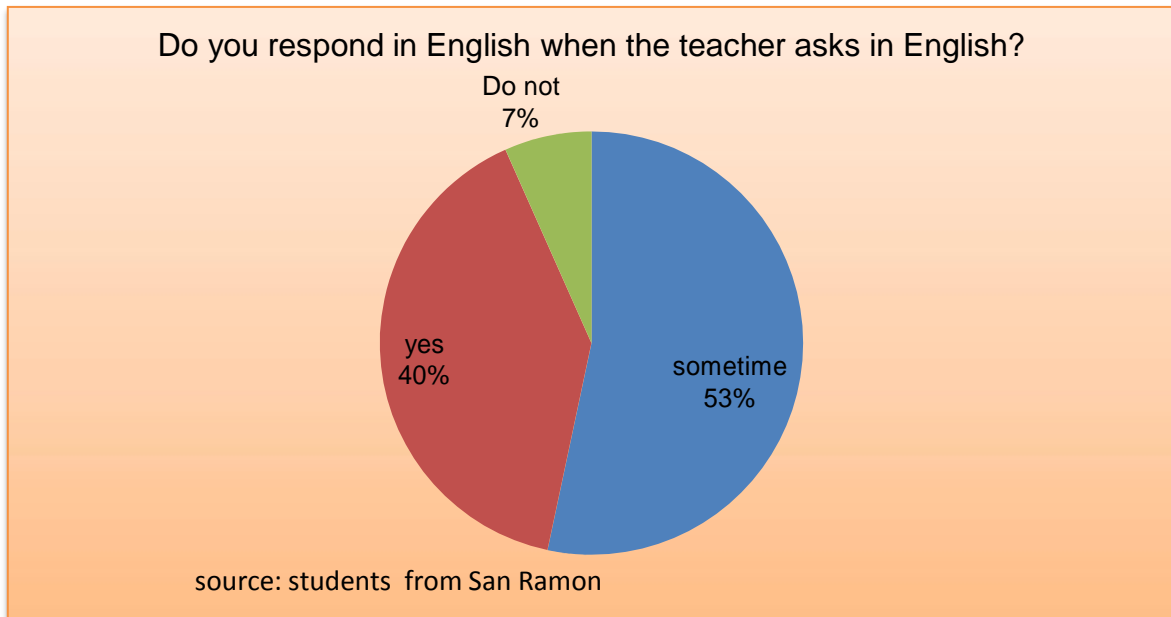
Question	Answers
Your teacher makes an interesting class for you?	Our teacher makes an interesting class for us; she puts eagerly in the moment to teach the class. She teaches us that English class is a tool that is necessary to the life, also she teaches us games, English songs, and dynamics. (15)



The 100% of students answered that teacher makes interesting the class for them because the teacher said the importance to learn second language, especially English language and the students said the teacher teach us with dynamic, game and singing song in English.

Question N° 4

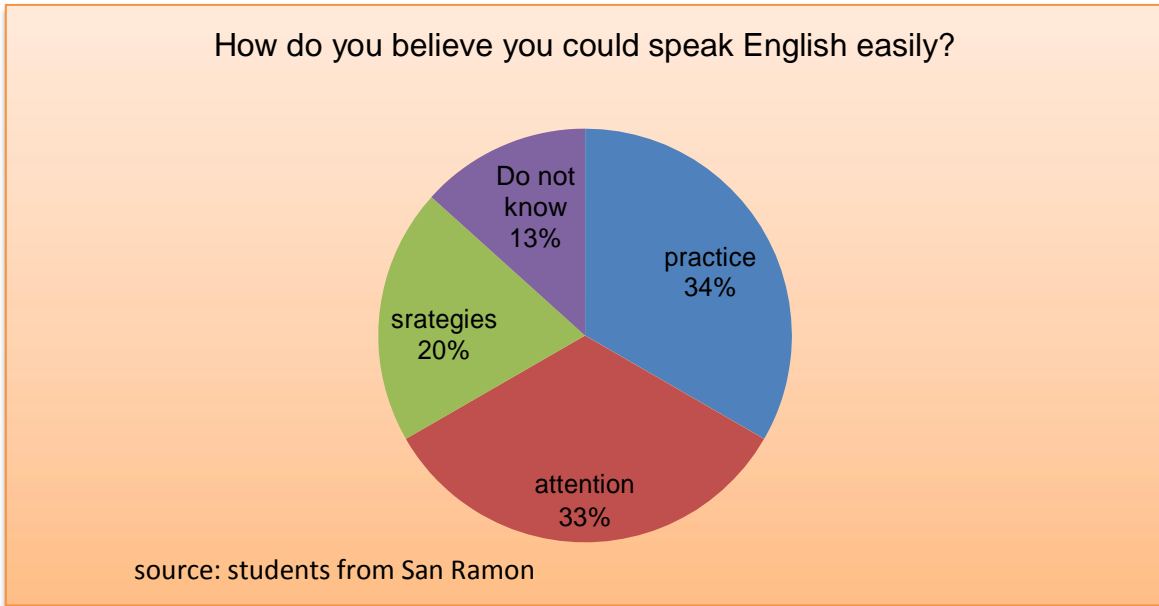
Questions	Answers
Do you respond in English class when the teacher asks questions?	Sometimes we respond because we do not know the correct form to pronounce the words in English.(8)
	Yes, we answer the questions but when the questions are easy to understand.(6)
	We do not respond because we do not understand the English class.(1)



The graphic represent 53% of students sometime answered any question made by the teacher, 40% of them answered that they respond en English when the questions are easy of understand it, and 7% of students do not respond any questions because they do not understand whatthe teacher want to say them.

Question N° 5

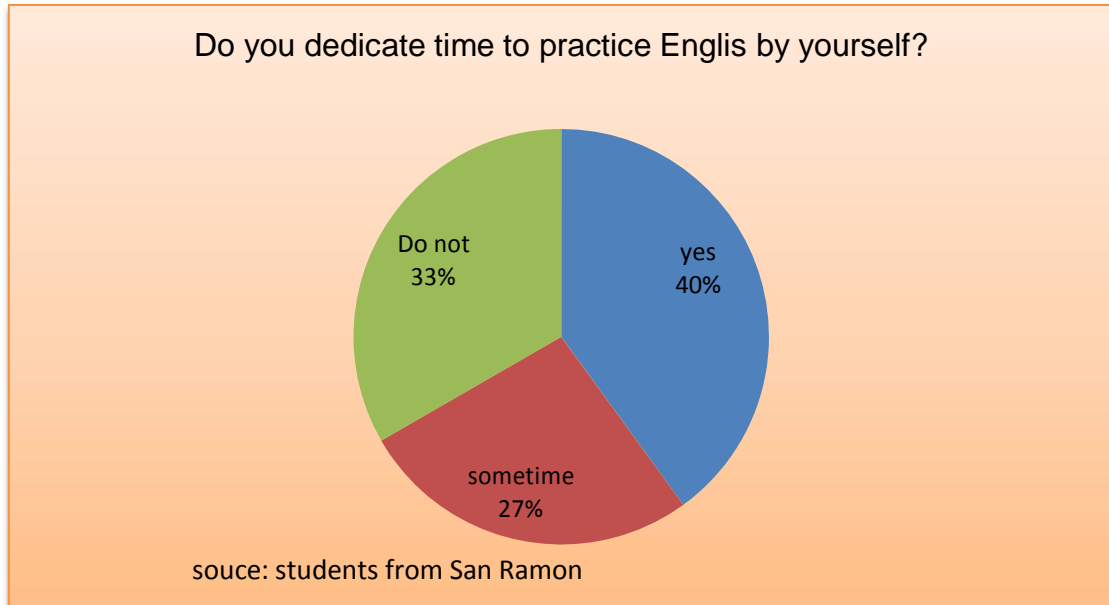
Question	Answers
How do you believe you could speak English easily?	English language is easier when we practiced.(5)
	When we put attention to learn and we dedicate many hours to study English.(5)
	When we use strategies that permit us to make translation easier with their pronunciation.(3)
	We do not know what would be the best form.(2)



The 34% of students expressed that the easier form speaking in English is practicing every day, in classroom, in home, and in their free time. The 33% of them expressed that a better form is putting attention in class because they can listen to the teacher pronounce the words and they can repeat it, the 20% of these students claim that is easier to speak English when there are strategies where the words have pronunciation, in this question the 13% of students answered that they do not know what is the best form for speaking English.

Question N° 6

Question	Answers
Do you dedicate time to practice English by yourself?	Yes, we practice English language in our free time to answer homework.(6)
	Sometimes we practice English language.(4)
	We do not practice English language because play sports (football).(5)



The last graphic we can observe that 40% of students dedicate time to practice English in their free time but they express that they practice when they are doing their homework, and 27% of them answered that they practice sometimes English by their-self. However, 33% of the students answered that they do not practice English by their-self because they practice sport in the afternoon (football).

Conclusions

After having completed the research and the analysis of the factors that affect students' speaking skills in the English language teaching in 8th grade at San Ramon National Institute, during the second semester, 2016. It is give the following conclusions:

1. The implementations of speaking strategies were not applied.
2. The classes were completely focused on teaching grammar and also it was evident that the acquisition of vocabulary was taught an isolated way.
3. Students do not speak in English class because they are afraid to make mistake in front of classmate others students are shy and do not participate in activities of speaking.
4. Students didn't have the opportunity of using speaking techniques during the process of learning in classroom.
5. Speaking strategies are not enough applied. In fact, the speaking skill has a minor role in the English class.
6. Classes are mainly focused on grammar.
7. It is worthy to point out some outstanding factors that impeded students to have an appropriated teaching-learning environment: short time of the class, having a teacher working under pressure, so that they have given 2 or 3 topic per day and the period in class is 45 minute.

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APPENDICES

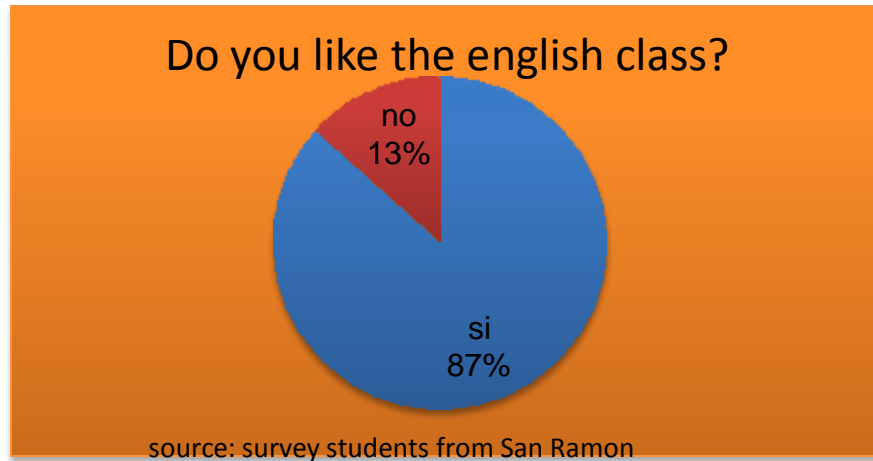
Tabulation chart

QUESTIONS	ANSWERS				
	YES	NOT	ALWAYS	SOMETIME	NEVER
1- Do you like English class?	13	2			
2- Do you participate in the English class?			3	9	3
3- Do you speak English with your classmates?			0	10	5
4- Do you fear when you speak in front of the classmate?	12	3			
5- Do you like the activities used by the teacher in teaching speaking class?	14	1			
6- Do you like to practice speaking English?	13	2			

PROCESSED DATA

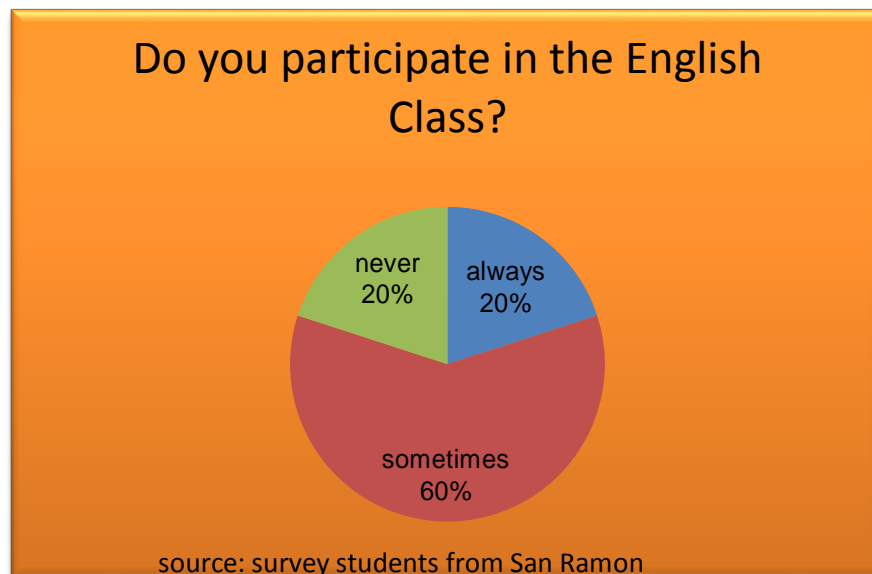
1. Do you like English class?

Answers	Participants
Yes	13
Do not	2



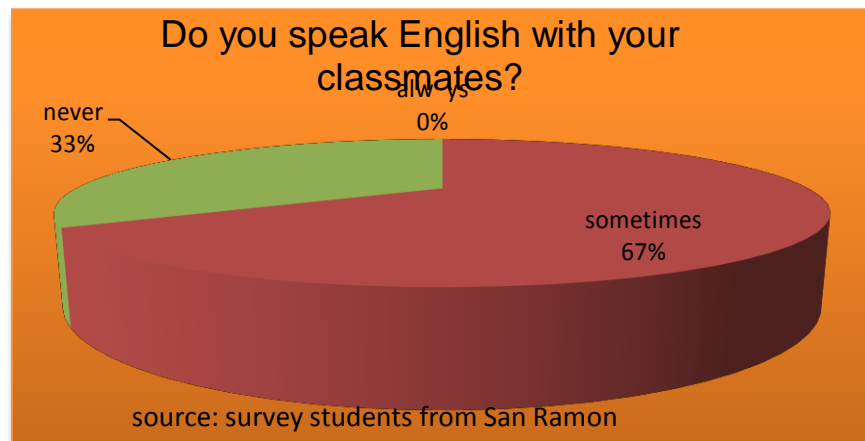
2. Do you like to participate in English class?

Answers	Participants
Always	3
Sometimes	9
Never	3



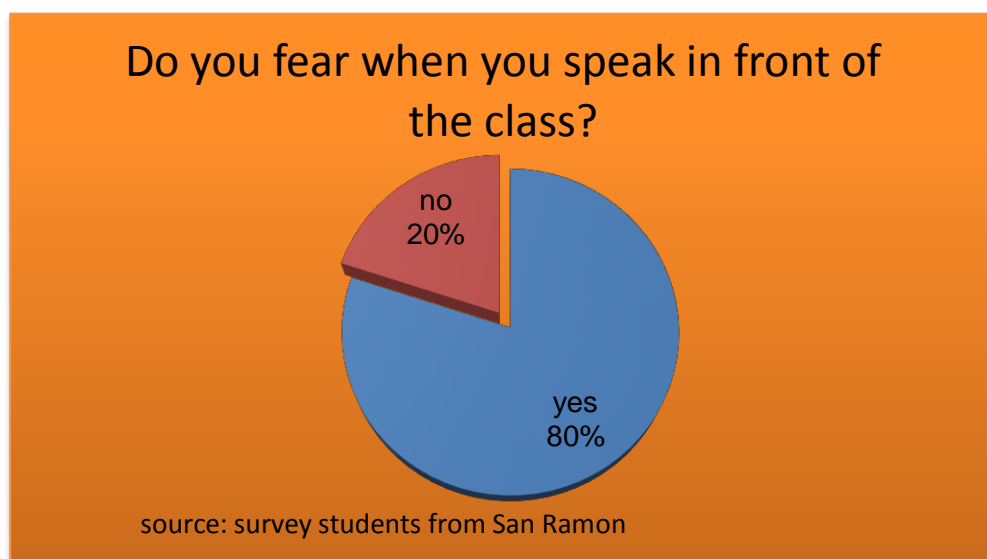
3. Do you speak English with your classmates?

Answers	Participants
Always	0
Sometimes	10
Never	5



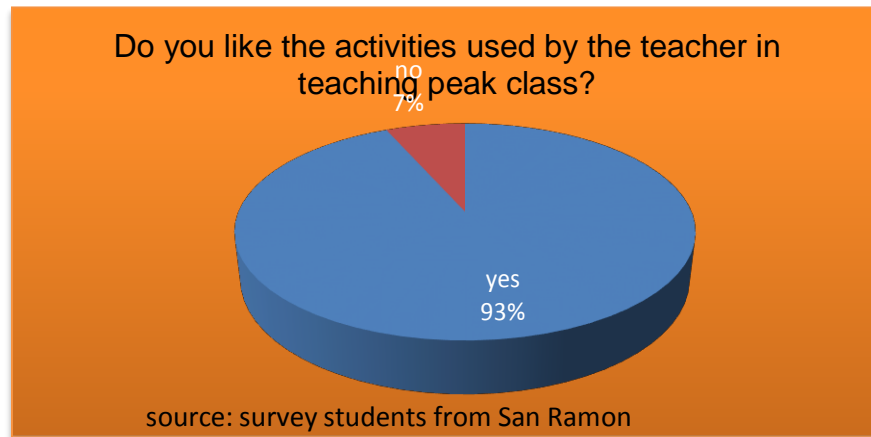
4. Do you fear when you speak in front of the class?

Answers	Participants
Yes	12
Do not	3



5. Do you like the activities used by the teacher in teaching speaking class?

Answers	Participants
Yes	14
Do not	1



6. Do you like to practice speaking English?

Answers	Participants
Yes	13
Do not	2



National Autonomous University of Nicaragua
FAREM_ MATAGALPA

Interview to Teachers

General Data

Date _____
Teacher's name _____
school _____
Level _____ section _____

Interview directed to the teacher of eighth grade of the institute San Ramon.

Objective:

Value what strategies the teacher use to improve speaking skill in the English class.

Answer the following question.

1. What are the strategies that you use to develop speaking skills?

2. What materials do you use for teaching speaking skills?

3. What strategies do you use when the students do not participate in the English class?

4. What do you think about the factors that affect speaking skills in the English class?

5. How often do your students speak English in class?

National Autonomous University of Nicaragua
UNAN FAREM MATAGALPA
Survey for the students

General data.

Date_____ Level_____ section_____

Student's name _____

School_____

Dear student

We are students of University UNAN and I need of your information about their practice of speaking in English class so I would like you respond the follow survey and interview, thank you for their collaboration.

-Mark with a (X) your answers

1. Do you like English class?
Yes___
No___

2. Do you like participate in the English class?
always_____
Sometimes_____
Never_____

3. Do you speak English with your classmate?
Always___
Sometimes___
Never___

4. Do you fear when you speak in front of the classmate?
Yes___
No___

5. Do you like the activities used by the teacher in teaching speaking class?
Yes___
No___

6. Do you like to practice English?
Yes___
No___

National Autonomous University of Nicaragua
FAREM_ MATAGALPA

Interview to Students

General Data

Date _____
Teacher's name _____
school _____
Level _____ section _____

Interview directed to students of eighth grade of the institute San Ramon.

Objective:

To verify if the students of eighth grade of National institute San Ramon interact in the English class.

Answer the question

1. Do you participate in the English class? Why?

2. Do you understand when the teacher explains the English class?

3. Your teacher makes an interesting class for you?

4. Do you respond in English when the teacher ask in English?

5. How do you believe you could speak English easily?

6. Do you dedicate time to practice English by yourself?

Pictures

