

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

UNAN - FAREM - MATAGALPA



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AUTÓNOMA DE
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**Research paper to obtain a bachelor's Degree in Education Sciences with Mention
in English.**

Theme

Factors that Affect the Development of the Speaking Skills in Basic Education at INEP
Matagalpa during the First Semester of 2017.

Authors:

- Elizabeth Sarahi Luquez Martínez
- Joel José Palacios García

Tutor:

- Msc.Brígida Mendoza

Matagalpa, July, 2017.

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Factors that Affect the Development of the Speaking Skill in seventh grade 'C' in the afternoon shift at INEP-Matagalpa during the first semester 2017

Dedication

This research work is dedicated to:

First of all, I dedicated it to our wonderful God, who gave me a precious life, and his infinite love, who never forsakes me, who has always given me the wisdom and the strength to move on.

To my teachers who educated me with love and patience during these five years in my career, I thank to all of them, from whom I learned a lot.

To my mother who has always helped me unconditionally, and gave me her love, confidence and inspired me to strive to fulfill my goals

To my husband and my little son who inspired me to never give up and always give the best of me, with their love I found strength to continue fighting for my dreams.

Elizabeth Sarahi Luquez Martínez.

Dedication

This research work is dedicated to:

God, because he gave me all the strength and wisdom to finish my goals.

“Don’t be afraid, for I am with you, don’t be discouraged, for I am your God, I will strengthen you and help you. I will hold you up with you up with my victorious right hand” (Isaiah 41:10).

My two beloved mothers Adilia and Ledezma who have supported me all the time with their love and patience.

To my family for being my great inspiration, my children Norman and Abril, my wife Nubia for their unconditional support and love demonstration every single day.

Joel José Palacios García

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We want to thank our God, because thanks to his help and the blessing of his wisdom we have come to culminate with our monographic work.

To our Dear teacher Brigida Mendoza who shared her knowledge and guided us during the process of elaboration of our final work

To our teachers who throughout this career taught us and trained us to be better every day.

To our relatives who were supporting us during all this time and that motivated us to go ahead.

We also want to thank to the National Autonomous University of Nicaragua, FAREM-Matagalpa, for giving us the opportunity to do this final work.

Teacher's evaluation

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

FAREM-MATAGALPA

Msc: Janeth Rizo Maradiaga

Directora de DEH

UNAN-Managua

FAREN -Matagalpa

En sus manos.

Estimada profesora

Me dirijo a usted para darle a conocer mi valoración acerca del trabajo de monografía “Factors that affect the learning development of the speaking skills in seventh grade ‘C’ in the afternoon shift at INEP-Matagalpa during the first semester 2017.”

De los estudiantes: Elizabeth Sarahi Luquez Martínez carnet número: 12062800, y Joel José García Palacios carnet número: 11064086 de la carrera de Inglés.

Después del acompañamiento en la realización de dicho trabajo, Considero que él ha cumplido con los requisitos de la UNAN- FAREM Matagalpa para una monografía y recomiendo le permita defender su trabajo.

Agradezco su atención a este asunto. Sin más a que referirme, me despido

Atentamente:

Lic. Brígida Mendoza S.

. Abstract

This research aim is to identify the main factors that affect students in their development of speaking skill; especially in seventh graders. English speaking skill is one of the most difficult for learners in seventh grade, because this component of the language has many characteristics such as: pronunciation, vocabulary, grammar, interaction that the students need to handle to express their ideas.

In order to note what factors affect learners in their speaking skill progress there was administered the observation tool, such as: the students' survey and the teacher's interview .According to the results obtained there are some methodological techniques suggested with the objective of improving learner's speaking skill during their learning process.

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I. Introduction

Communication is an inherent human need, it is the process by which information is transmitted and received. The importance of communication that share through human beings and animals that share different information among themselves, making the act of communicating an essential activity for life in society. People have different manners to communicate, such as body languages (gestures), sounds, codes, colors and languages countless like English, Spanish, German, Portuguese, etc.

English is a spoken language around the world. Today, in the midst of a process of globalization, the English language has become an international language. English is the tool that allows communication and people who speak have more opportunities, such as getting a scholarship, traveling to other country, getting a good job and earning more money.

Learning to speak English is one of the hardest skills for students in high school. Although, they attend English classes three hours per week. They do not know how to express their ideas in English. However speaking skill is one of the most important components in learning English as a foreign language. It helps students to communicate with other people and interact more effectively in real situations.

The aim of this research is to identify the different factors which affect the learning process of the speaking skill in basic education at INEP Matagalpa, and also propose some suggestions about strategies that may be useful to improve the learning of the speaking skill.

This research is a descriptive study because the data of the research provide information that help identify the factors that are affecting this skill, and it is also a mixed approach because it is based on the qualitative results that contains and quantitative information.

The population investigated was made of 33 students, 13 are female, 20 male, and they are in the ages of 12 between 13 years old, with a sample of 20 students to which we administered the survey. The variables studied and measured in this study are: The speaking Skill which is the dependent variable, and the factors that affect it, which is the independent variable.

II. Background

This research is going to be carried out with the student of seventh grade at INEP that is located in the neighborhood Francisco Moreno number 1, on the main highway Managua – Jinotega, it has different educational programs: regular, by Distant learning and special education for adults, it has eight different sections which receive English as a foreign language.

English is a subject taught in public secondary school in Nicaragua, as part of the curriculum of the MINED in our country. Teachers who have a specialty in this language are in charge of performing an efficient teaching. The speaking skill teaching is based on interactional activities instead of teaching only grammar.

The aim of this research is to determine the different factors that may affect the learning development of the speaking skill in students of seventh grade, section “C” at INEP-Matagalpa during the first semester of 2017. Seventh grade student ages are between 11 and 13 years old and the majority of them come from public schools where English is not taught. Once they come into secondary, they have a lot of difficulties in learning speaking skill process. Students just attend English subject three times a week, for a total of 135 minutes in a week.

This research is addressed to students of seventh grade C with the purpose to offer some interactive activities in order to encourage them to be more engaged in developing the speaking skill.

III. Justification

The information in this monograph is about the lack of communicative activities in order to develop speaking skill in students of high schools in the department of Matagalpa.

This deficiency might be the result of the sum of multiple personal factors among which we can mentioned: insecurity, inexperience, negative aptitude, low motivation, lack of student interest and lack of vocabulary above all this, the traditional teaching methodology of English is based mostly on grammar rules and written communication task, instead of oral.

Through the use of techniques and strategies focused on an integral learning of English the student will receive a better understanding of the language. Allowing them to be more fluent in oral communication, as well as improving the student's dynamic, interest and motivation in the class sessions.

This research aim is to analyze the factors that affect the speaking skill learning in seventh grade, group "C" of the students at INEP Matagalpa. They are students with different characteristics and behaviors.

The purpose of this research is to help students to improve speaking skill activities and provide some useful techniques for the development of interaction activities inside the classroom.

IV. Problem Statement

In teaching English, one of the phenomenon that affects most of the learner's progress in speaking skill. Students who want to learn to speak English have a lot of difficulties when they try to express an idea in English. The aim of this research is to identify what factors affect students speaking skill.

This research will take place in seventh grade "C" at INEP, with a group of students age between twelve and thirteen years old. The universe of this research will be 33 students with a sampling of 20 students.

There are many factors which are affecting students speaking skill progress. These factors can be mentioned such as lack of vocabulary, mispronunciation, inaccurate grammar, lack of material, lack of motivation. This research aim is to provide some useful techniques to help the students advance in speaking skill in seventh grade inside the classroom.

V. Objectives

General objective:

- To analyze the factors that affect the development of the speaking skill in basic education at INEP Matagalpa during the first semester in 2017.

Specific objectives:

- To identify the factors that affect the speaking skills in students of seventh grade in the afternoon shift at INEP Matagalpa during the first semester in 2017.
- To determine how the students are engaged in speaking skill activities in students of seventh grade in the afternoon shift at INEP- Matagalpa during the first semester in 2017.
- To propose some strategies that promote the development of the speaking skills in students of seventh grade at INEP- Matagalpa during the first semester in 2017.

VI. Research Questions

- What are the factors that affect student's speaking skills in students of seventh grade "C" at INEP-Matagalpa?

- What techniques does the teacher implement to develop the speaking skills in students of seventh grade "C" at INEP – Matagalpa?

- What kind of didactic material does the teacher use to encourage students in the speaking skills?

- How does the teacher involve students in interactive activities during the development of the speaking skills?

VII. Theoretical Framework

1. Speaking concept

According to UR (1996) cited in Hoang (2015) “Speaking seems to be the most important skill of all the four English skills (listening, speaking, reading and writing) because who know a language are usually referred to as speakers of that language .Therefore, speaking skill is one of the most important components of the English language when it is a matter of communication. A person who is a good English speaker is able to express ideas, thoughts or feelings in a complete sense of communication which should be clear, coherent and precise.

However, it is necessary to mention that speaking is not an ability easy to develop when this language is taught as a foreign language. Most of the people who try to speak English have problems with it.

2. Speaking skill

“Speaking has been to focus on basic competencies needed for everyday life for example, giving directions, asking for information, or providing basic information in an emergency situation” (Mead,1985a).

Nowadays, students in secondary Education have a lot of difficulties in speaking skill, because it is a language that have many different characteristics which are very difficult for learners to understand and use. The English Language is completely different from Spanish Language in form, grammar and pronunciation, then students have to learn this before they produce it orally in their classrooms.

According to Haidora (2016) “Speaking skill is labeled oral production and it is certainly one of the skills students need to learn in their language development”. This means that achieving this ability is one of the hardest tasks for students in any program and mostly in high school. Thus, to have fluency in communication it is necessary that they take advantage of the interactive activities in order to improve this skill when they get involved in different communicative activities.

Many times, the teachers in high schools try hard to make students speak during the class, but they do not feel inspired in the practice of speaking skills. Therefore, students have troubles with this skill in English classes. As consequence, the English lessons require the application of adequate speaking techniques and resources to improve speaking skills

in students. Moreover, there are many different factors that affect students when they try to produce it orally in the target language.

3. Factors that affect the speaking skill in students

Students who are learning a new language struggle to understand the way it works and how to use it, but there are many factors that affect their performance in the learning process such as:

3.1 Mother tongue

The mother tongue is referred to the language a person is surrounded by since he or she is in the acquisition of vocabulary stage in which the person is more likely to learn and master a language. It is also referred to as the language a person speaks as a first and prime system of communication which was learned through experience and contact, which is interaction.

‘The use of first language can be seen as a matter of efficiency, whereby something can be done more efficiently through the first language’ ’Cook. (2001:5). This means that students prefer to use the mother tongue instead of using the target language to communicate in activities where they do not feel comfortable using it.

Mother tongue is one of the most relevant factors in the process of speaking skill learning. Learners do not overcome English speaking skill development due to the lack of interaction. It is remarkable that students are affected by the use of the first language in the classroom due to all of the students around do not interact using the target language.

3.2 Listening skill

Listening is one of the skills of the English language. It is connected with speaking skill as it is in any other language. All skills are extremely linked with each other. In order to speak a language it is necessary to listen clearly every word in order to understand the message transmitted and to keep in mind the information.

Vandergrift (2002:1) claimed “listening is a complex, active process of interpretation in which listeners match what they hear with what they already know”. Then, as seen here in this theory, listening is a very important skill for new language learners to practice and manage in order to obtain and interpret any information and to process an answer

.Listening is a skill extremely linked with speaking. Students are able to improve their listening skill through the sequence practice. A receptor is able to improve the use of language as long as practicing this difficult skill.

In addition listening is one of the skills with a great importance during the students' learning process. It requires time, effort, visual resources and additive material (tape recorder, CDs, pen drives, etc....) in order for students to grasp a good learning of this skill with quality.

This skill allows students establish communication and facilitates a good comprehension of the spoken language so that Students could get a clear understanding as long as they practice with a lot of frequency inside of the classroom.

3.3. Motivation

The definition for motivation comes from two different authors who are widely known and have carried out important investigations. The definitions proposed by these two authors are used to create the working definition used in this study. The first definition is the following:

According to Tan, Parsons, Hinson, & Brown (2003) cited in Carlos240790 (2016) "Motivation is applied when a person is energized to satisfy some needs or desire. The person will engage in, or be attracted toward activities that are perceived as having the potential to meet this need or desire."

According to these authors, motivation is a desire to engage in productive activities that allows a person to fulfill or reach something because of a need.

The second definition is the following: "Motivation is a theoretical construct used to explain behavior. It gives the reason for people's actions, desires, and needs." Wikipedia (2017). Motivation is a factor that affects human beings' behavior directly and supplies our willingness to act in determined occasions when trying to reach a goal. He also stated that there are two kinds of motivation which are intrinsic and extrinsic.

3.3.1 Intrinsic Motivation

“Internal desire that students have inside of them which lead them to follow a goal. This kind of motivation is innate, which means that it cannot be influenced by external factors” Cajina and Carcamo, (2006:2). It is understood for intrinsic motivation as an internal desire for doing something that gives well-being and satisfaction to the person who performs the action without having any external rewards for carrying out this action.

It is understood as an internal and proper desire to achieve a goal. There are some activities in which intrinsic motivation can be identified; they are called intrinsically motivated activities. They give self-satisfaction and self-fulfillment because they are good enough in themselves for the person to be carried out and that is why they are so important and rewarding for the performer. In this case intrinsic motivation is showed by students by participating actively in class activities.

3.3.2. Extrinsic Motivation

As intrinsic motivation plays an important role for students to learn, outwardly-supplied rewards are also of great importance for the performer of the action; this source of motivation is called extrinsic motivation. According to Morris & Maisto (2002) cited in Carlos240790 (2016)“Extrinsic motivation refers to rewards that are obtained not from the activity, but as a consequence of the activity.”

The authors recognize that there are some students who are easy to teach because they are excited about learning (intrinsically motivated), while, others are completely unmotivated by what happens in the classroom and have no interest in working in their learning at school and need external reward in order to do well in their studies(extrinsically motivated). As we can see, extrinsic motivation refers to external rewards given by another individuals and the environment itself. These rewards are important for the individual when they are provided positive reinforcement.

Since the authors are carrying out qualitative language classroom research, it is important to focus on academic motivation (students’ motivation to learn in the teaching-learning process). It is when students want to learn because they like activities related to learning and think of school as something important in their lives and for their personalities and development of knowledge. In this case, the student is comfortable with the learning experience he/she has and feels that activities concerned learning are important and rewarding for him/her. The result of academic motivation is that students want to continue interacting and being involved in the teaching - learning process being carried out.

3.4. Vocabulary

According to Knidnir (2016a) “The vocabulary of a language is all the words in it, but some vocabulary is the sum of words used by, understood by, or the command of a particular person or group”.

English vocabulary is an important part of learning and understanding the English language. Students learn vocabulary prior to the development of the new content. It is thought through repetition. Students practice pronunciation and they get meaning through translation.

A student’s vocabulary grows over time and compiling vocabulary lists from resources like books or other texts and materials is a great way to strengthen vocabulary. It is a teacher’s job to make sure that students learn and understand this vocabulary.

Teachers can reinforce new vocabulary through a number of comprehension exercises of any unfamiliar words. These exercises may also assist students with the learning and retention of these new words, by using teaching techniques such as vocabulary exercises, word searches, quizzes, and funny, entertaining games. Knidnir (2016b) claims that “Vocabulary is central to English language teaching and learning”.

Teaching vocabulary to students who want to speak English can be challenging, but not impossible, it has to be addressed to the topics taught and according to the student’s needs. One way to teach vocabulary can be through songs, it is a funny, dynamic and entertaining activity, and it can involve all the class; who doesn’t want to sing an English song.

Then what happens when students lack of it? Well, what happens is that students who do not have enough vocabulary cannot produce phrases orally and most of the time they are not able to communicate their ideas. This leads students to feel frustrated and unable to participate in class so they isolate from the rest of the class in some way. This situation is a factor that affects negatively the student’s process of learning this language.

3.5. Pronunciation

“Some teachers try hard to teach pronunciation as if it was a course in phonetics, and this also tends to discourage both teachers and students” Gilbert (2008:16). This makes it negative for students because they lose motivation and feel stuck and lost about

pronunciation itself. What should be correct is to teach pronunciation in context. This means to teach the amount of vocabulary needed according to the lesson in process.

Pronunciation is the ability to say words properly with the correct sounds in the correct places. To make words sound correctly, it can take very long time to develop the pronunciation. Then, students have to be in a long process before pronouncing words correctly as second language speakers. That is why teachers should focus on a target vocabulary in every lesson in order not to overwhelm students and have them learn the necessary quantity of words which can be learned and assimilated correctly in this way.

This skill should be taught along with the other abilities in the language such as grammar, writing, listening and reading. This way students can develop all of the abilities at the same time which is a benefit for them because they can get and give information at the same time.

A good development of the English language is due to the pronunciation, but mastering it, implies a lot of studies, practice and dedication as stated above. If a student can perform well on pronunciation, he or she can communicate effectively in English. Otherwise, no matter how much vocabulary a student knows or how much grammar he or she masters, if the student cannot pronounce and communicate orally what he or she knows.

3.6. Interaction

According to Thornbury (1998) cited in Ratna (2014:59), Interactive communication is “The candidate's abilities to interact with the interlocutor and the required speed and rhythm to fulfil that ask requirements. It includes the ability to use functional language and strategies to maintain or repair interaction.” Then, Interaction is a process where two or more people interact by taking turns talking or writing questions and answers in different situations.

Therefore, to interact with another person it is necessary to have enough vocabulary and the ability to use it in oral conversations with a partner. Besides, for a good interaction it is necessary to have some tools such as vocabulary related to the topic, previous pronunciation practice, self-confidence, and the motivation to perform it.

In English as a Foreign Language classroom it is truly necessary for students to interact in different activities in order to use what they need to assimilate and what they already know, because this is a powerful tool to consolidate their knowledge acquired in class.

However, in most Nicaraguan public schools students do not have enough opportunities to interact in the classrooms or out of there due to many different factors such as lack of opportunities or lack of partners to practice with.

First of all, there is lack of opportunities in the classrooms because time is so limited and the classrooms are crowded with thirty to fifty students which causes troubles to the teacher to provide personal attention to all of the students. Besides that, the time needed to fulfil all of the needs presented in the classroom in order to provide interaction to all of the students is not enough with the time provided and indicated for every class.

Second, after class it is difficult for students to find a person to practice with because in the country we are living in there are not many people who speak English fluently, or at least there are not many of them available by the time we need or in the places these students live. Another factor would be that students are too shy or fearful to ask for opportunities to interact with these people who can serve them as partners for practice out of school.

3.7. Shyness

According to Pilkons (1977) cited in Ostovar (2015a:24) argues that “Shyness is a tendency to avoid social interactions and to fail participating appropriately in social situations”. This usually happens in classrooms where English is taught as a foreign language and students are not so outgoing. The first problem that the students often show is inhibition when they try to say things in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face. That is why they are shy about the attention that their speech attracts.

Shyness is a factor that limits students who are learning a foreign language to communicate orally and most of all with public audiences. Normally, students are afraid of speaking in front of others because they think about the mistakes they would make and this leads to lack of confidence in communicating in English.

Therefore, some students feel uncomfortable in their first hesitant attempts at speech in the second language. That is why it is important to encourage them to participate the way

they can, without paying too much attention to the mistakes they might make. So here, the teacher should focus mainly in having them interact in class in order to empower their self-confidence using the language.

Teachers should never ignore shyness as an affective factor in the classroom because this is something very important in the teaching learning process. If teachers work this factor with students at the time it is needed, students are going to present little problems with shyness producing and participating in class.

Ostovar (2015b:22) claims that “Speaking in front of others is a difficult task for them”. Learners in the classroom are not the same and they have different personality types. Some of them are unmotivated, anxious, introverted and shy. Some others are outgoing, self-confident, and willing to participate with no objections. That is why in an EFL classroom based on communication purposes students need to use English language.

Generally EFL students, do not pay too much attention in the oral English, they focus more in writing it, because speaking, especially in Nicaragua is not mandatory. Teachers face a great dilemma on how to teach English focused mainly on grammar and practicing it in an oral way.

3.8. Grammar

W. O'Grady and J. Archibald (2000) cited in Nordquist (2017) say that “One of the most fundamental claims of modern linguistic analysis is that all languages have a grammar. It could not be any other way. If a language is spoken, it must have a phonetic and phonological system; since it has words and sentences, it must also have morphology and a syntax; and since these words and sentences have systematic meanings, there must obviously be semantic principles as well. Of course, these are the very things that make up a grammar.”

Therefore, grammar of a language is the structure itself which is one of the most difficult goals to achieve for students who are starting to learn English as a foreign language. Besides, the teaching of this skill in a high school classroom is a very dramatic point because most teachers are focused on students to learn the structure itself instead of them using it in real life situations in order for them to assimilate it completely.

Then, grammar is a factor that affects students speaking skill learning process because teachers do not apply interactive activities where these students can apply orally what

they learned as a structure or as an order of words in their notebooks. Then, what is the implication of grammar in the students' development of their speaking skill? Its implication is that students who do not understand how grammar works in a language can not perform adequately in an interaction because they do not use the proper order of words or the correct form to do it. However, this does not mean that a person who does not use grammar correctly is not able to communicate ideas orally or written.

3.9. Resources

The lack of resources for developing the speaking skill limit students to develop a good quality of integration during the class. "Resources are any instruments that help us to achieve any goal; that is, auxiliary material with which the pupils develop the learning process." Gavilanez (2011).

As seen here, didactic material is pretty important in the teaching learning process because it helps explain and have students understand during this process, For instance, in order to introduce new vocabulary about a topic it is important to show students some pictures or flashcards along with the new words writing and pronunciation.

But when we talk about didactic material we refer to any kind of material (written, audio, video, visual aids, media, flyers, realia ,etc.) that helps the teacher communicate and express an idea or explain a situation or a topic. Then, the importance of this issue is huge due to its relevance in the use a teacher can give to it and the value students find on it.

When a teacher uses didactic materials to teach a lesson, students get excited about the class itself and find a source of extrinsic motivation that makes them willing to participate in the process without any kind of reward or punishment warning. But when a teacher does not use didactic materials of any kind the class feels as if something was missing. Moreover, students do not get engaged the same way in the activities and do not participate actively in the class.

There is a big difference between classes where didactic materials are used and others where it is not used. The class is dynamic, students participate actively, and they are encouraged to participate whether they make mistakes or not in classes where they find them interesting enough for the material that is being used to develop the topic. On the other hand, in classes where didactic materials are not used students are discouraged to participate and they feel the class boring and dull, without any reward for themselves.

Thus, when we say that a classroom lacks of didactic material we do not mean that there is not any material at all because of course there is some material present such as whiteboard, vocabulary, classroom objects, etc. The point on this is that the teacher should use any available material in order to make the class more fluent and easy for both, he and the students involved.

3.10. Meaningful techniques for developing speaking skill

“Technique is any variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.” Brown, (2011:16). The most important ones are the techniques in which students practice the topic being developed immediately after it is explained.

All of the techniques used to teach English are useful and important as well because all of them have an objective. However, every technique has its moment and its appropriate use. It is the teacher’s responsibility and work to know and use the appropriate technique with the topic to be developed in order to get the best of it and to make students understand it and use it adequately.

Techniques are the activities implemented during class development. There is a wide variety of techniques that can be written or spoken such as role plays, simulations, chain story, games, etc.

3.10.1. Role plays

According to Mazouzi (2013a:14) “A Role play is an enjoyable activity for most of the students particularly those who like to imitate the others. Role play is an authentic technique because it encourages a large number of students especially if it is based on real-life situations; moreover, it helps them to reduce their fears in front of the whole class because usually it should be performed in pairs or groups”.

The role-play is a basic speaking activity focused on target structures which the teacher provides by the use of cue cards turning ordinary conversation practice into a monodrama, and thus humanizing language teaching. It can be an excellent opportunity for students to launch themselves into extended interaction and a good way to develop fluency by focusing on the task in hand.

The teacher should build up the atmosphere by asking lead-in questions so as to warm up and engage students’ interest in the specific situation and to set the context of their role

play. It is very crucial to involve students in real life situations, so, they can feel more comfortable to participate and may be, to give opinions in activities such as debates or dialogues.

The teachers should create interactive conversations in order to involve students to speak, even though, some can be shy at the beginning, but the idea will be just to speak first without taking so much care about pronunciation, but developing the skill to speak in public audiences, losing the fear to speak.

3.10.2. Simulations

Davison and Gordon (1978) cited in Klippel (1985) state that “Simulations are simplified patterns of human interactions or social processes where the players participate in roles”.

It is very important to simulate real life situations that can connect students in the context and make them to speak, so, students will be more comfortable to speak. The ability to make small talk is not something easily acquired. It demands a lot of practice but, when once it is successful, it is highly valued.

Making small talk means of course talking about almost anything and thus having a wide appropriate vocabulary covering most topics of interest. It is an important speaking activity leading to a gain of specific vocabulary and ability in coping with spontaneous circumstances.

First the teacher should choose a topic that might interest all the students and keep to it in order to get their involvement. The topics chosen by the teacher, can be based on real life situations, so students are familiarized with and they can feel more comfortable to talk.

It is very important to consider that not all the students want to participate at the beginning, but once they see some of the classmates getting involved, they also want to participate, so here it is very important that the teacher should find the way to encourage them and cheer them up to participate.

3.10.3. Chain story

“This activity is so funny because the teacher tries to create a story with his/her students. First of all, they must make their students motivated to do such activity. Then they will begin the story after that he gives turns to the students. Each student should create a new

sentence from his imaginations and by the end they finish with a new story” Mazouzi, (2013b:15).

This can be a good technique that can make students be involved and participate in the class just by telling what they do or have made in a normal day of their lives, so they can feel the fidelity to tell a funny experience without thinking about the mistakes they may commit.

This speaking technique helps students express their opinions on a number of controversial issues and explain their reasoning. The teacher should give points of view worksheet and ask them to rate their opinion from one to ten (1- strongly agree / 10 - strongly disagree) on different statements from the students’ field of interest. It is a dynamic involving on the long run a gain of confidence and self-assuredness of students expressing their own points of view or in making comments on other person's point of view.

They will also learn how to put up with diverse and opposing ideas letting the others state their own opinions which will definitely lead to a higher quality of the discussion. As a follow-up activity, students may be asked to sum the main ideas up in a short presentation.

3.10.4. Games

Greenall (1984) cited in Valeska (2012:19)claimed “with the kinds of games allow students to practice what they have acquired, while feeling safe with the atmosphere games, which means that students can act more spontaneously when performed the activities”.

In large classes it is not always easy to play games, so teachers should find the right strategy and methodology to involve all students and have control over the class, entertaining them and make them to speak.

Games are very dynamic and entertaining activities that the teacher can imply in the classroom in order to involve and engage students to participate and for instance, to make them to speak English. Like songs, they engage students to participate in one way or another and make them to be less shy, so they see English learning speaking skill as games and not really as a subject.

The best way to attract student attention is through games, everyone is willing to play, so any kind of game can work out effectively to engage students to feel more comfortable to try to speak English specially, young learners are more willing to play and to get more involved in funny and entertaining activities such as games or singing songs.

Through games, the teachers can make students to participate, so, students feel more open to play or to interact with others, they feel that English is a funny thing to do and not a hard subject to learn.

VIII. Methodological design

Type of study:

This research is descriptive study with a mixed approach because it is based on the qualitative results, it will contain quantitative information. And the time is transversal due to the fact that the study was examined only the first semester 2017.

The research is a combination of theoretical and empiric methods, it is empiric because there were administered different tools such as surveys, interview and observation guide to know the phenomenon, and theoretical because the use of these instruments is going to reveal some information that will be analyzed and synthesized.

This research is designed to identify the factors that affect the learning development of the Speaking Skill in the Students of seventh grade C of the afternoon shift of “INEP-Matagalpa” during the first semester of 2017.

The universe is 33 students between the ages 11 and 13 years old, the pool is 20 students that were randomly selected in order to carry out the survey.

The instruments that were used to collect the data included in this research were. Observation guide, survey, and interviews to the teacher.

The survey was made of 11 closed questions in a student mother tongue and then students have to choose one answer from two or three options. It was administered during 15 minutes. The observation guide was composed by 7 questions and was administered during 90 minutes of class; the aim of this observation was to note how the students get involved in speaking activities and verifying the techniques and resources used by the teacher to develop the speaking skill in the students. Besides, to get specific information, it was administered a teacher is interview with 14 open questions, it was an oral interview because the researcher took note about the teacher`s answers during 15 minutes.

Variables:

The variables studied and measured in this study are: The speaking Skill which is the dependent variable, and the factors that affect it, which is the independent variable.

IX. Analysis and Discussion

The information presented here has been compiled through the use of the following research instruments: observation guide, survey to the students, and interview to the teacher, in students of seventh grade C in the afternoon shift, at INEP Matagalpa during the first semester, 2017.

The data collected was discussed and analyzed using the qualitative and quantitative Approach. This data comes from a sampling of 20 students that were randomly selected from a universe of 33 students, 20 of them are male and 13 female, and a teacher interview, one observation guide.

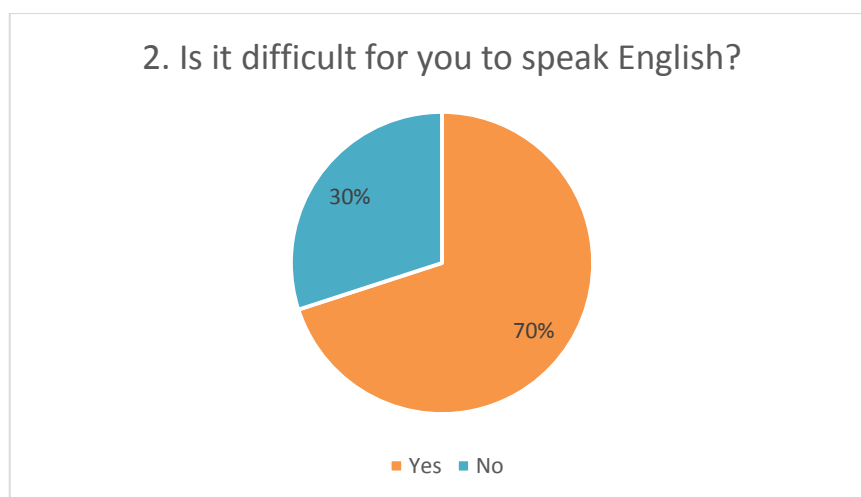
1. Final results

The data presented here comes from of an observation guide, a survey applied to 20 students of the sample, and the teacher's interview.



Graphic 1

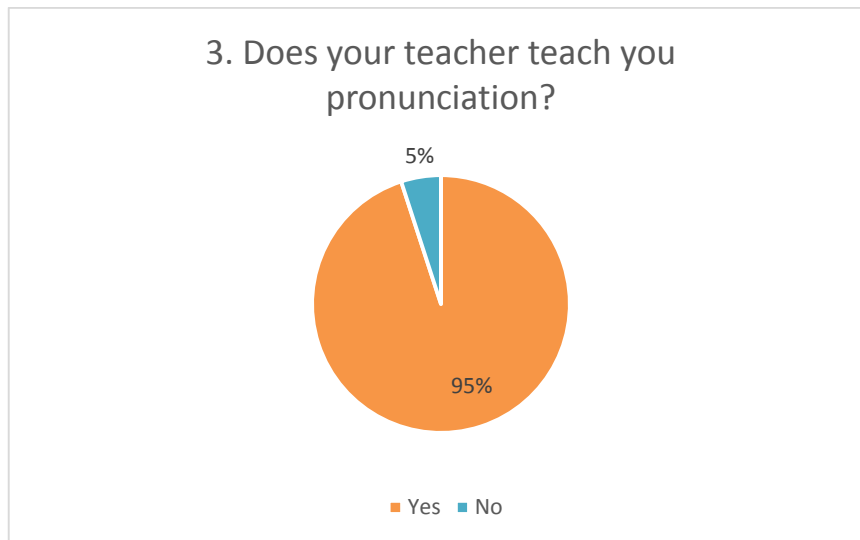
One hundred percent of the pupils think that English is important nowadays because speaking English as a foreign language allows students more opportunities in our country to find a job, for example if students want to get a job nowadays it is necessary to have some knowledge of English, teacher tries to motivate her students to speak English because nowadays it is an important tool for their future. During the class observation most of students try to learn English because they know that it is very important.



Graphic 2

“Speaking has been to focus on basic competencies needed for everyday life for example, giving directions, asking for information, or providing basic information in an emergency situation” (Mead,1985b).

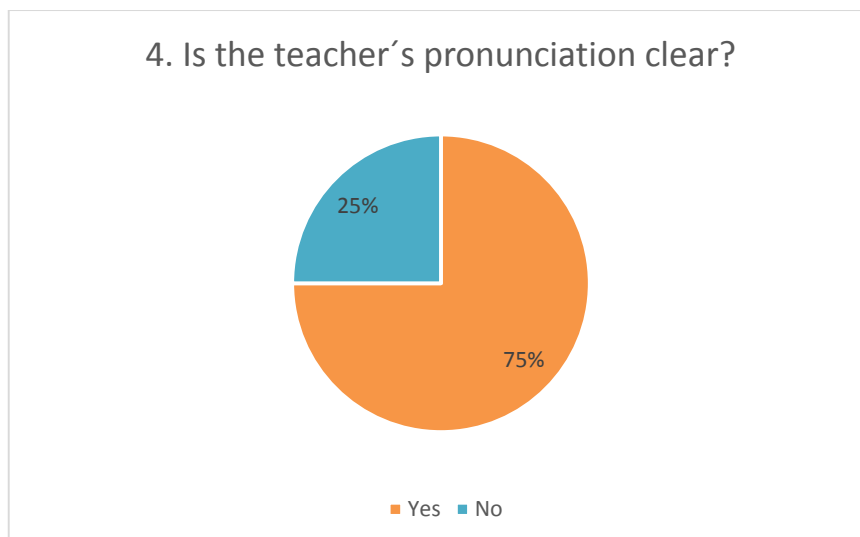
Seventy percent of the pupils consider that speaking English is difficult. On the other hand, thirty percent of them do not consider this as a difficult skill. However the English teacher said that speaking skill is difficult for pupils because they come from elementary school and they have never practiced the new language and students use the mother tongue most of the time inside of the classroom, during the class observation we could confirm that students feel afraid for different factors such as shyness, lack of vocabulary and mispronunciation.



Graphic 3

“Some teachers try hard to teach pronunciation as if it was a course in phonetics, and this also tends to discourage both teachers and students” Gilbert (2008).

Students were asked if the teacher teaches them how to pronounce English words during the English class. Ninety five percent of them responded that the teacher teaches them pronunciation. However, five percent of them answered that the teacher does not teach pronunciation. The teacher said that she tries that all students can practice the pronunciation when she is teaching the new vocabulary. During the observation some students practiced the pronunciation when the new vocabulary is taught by the teacher.

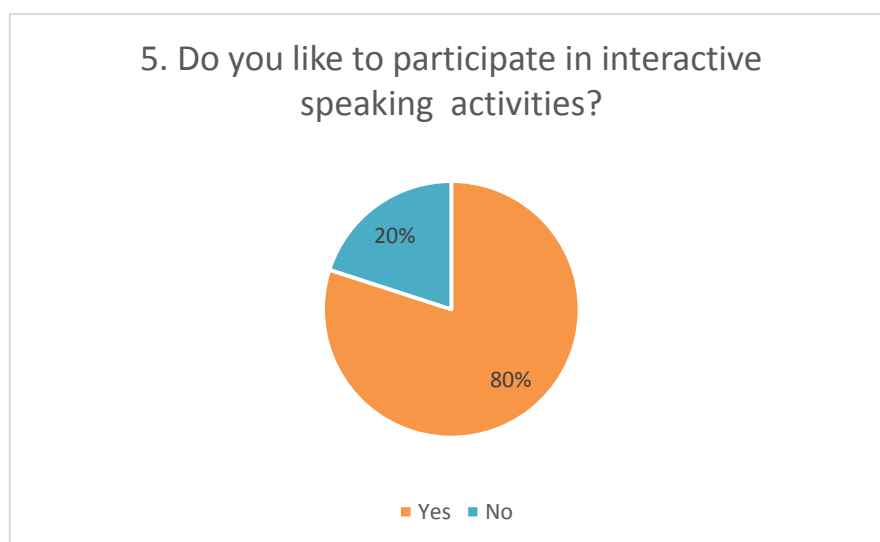


Graphic 4

According to Miller (2001) cited in Yang (2017) “The most prominent problems in pronunciation are: phonetic confusion, interference from the written form, interference from the mother language and failure to use the weak forms.”

The students were asked if the pronunciation of the teacher is clear. Seventy five percent of students considered that the pronunciation of the teacher is clear and only twenty five percent said that the pronunciation of the vocabulary is not clear. In the interview of the teacher she mentioned that she does her best to speak as clearly as a native speaker when

Pronouncing the new vocabulary, during our class observation we could note that students had problems related to pronunciation.

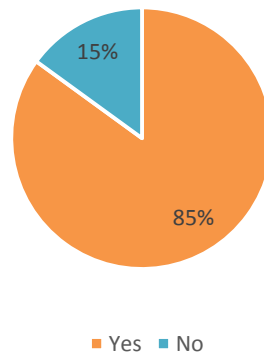


Graphic 5

According to Thornbury (1998) cited in Ratna (2014:59) “The candidate's abilities to interact with the interlocutor and the required speed and rhythm to fulfill the task requirements. It includes the ability to use functional language and strategies to maintain or repair interaction”.

The eighty percent of students like to participate in interactive speaking activities and twenty percent of the students do not like to participate. The English teacher said that, she tries to encourage the participation of the students in speaking activities, but the problem is that some students get nervous when they participate in this kind of activities. During the observation most of students like and enjoy to participate, especially when teacher encourages them and rewards the students by giving points.

6. Do you feel motivated when you participate in interactive speaking activities?

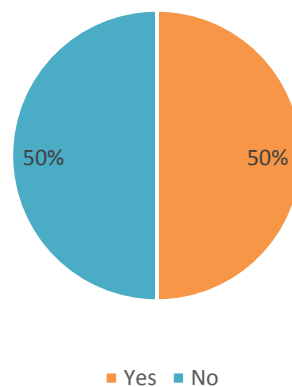


Graphic 6

“Active participation lessons that encourage active involvement motivate students, engage them in the learning process, and help them to remember the content more easily” (Virginia Department of Education, 2006:6).

Eighty five percent of students in speaking activities feel motivated and fifteen percent do not feel motivated, teacher said that most of students feel motivated specially when they interact in pairs, the observation give us the opportunity to see the motivation of student when they are participating in speaking activities.

7. Does your English teacher motivate you to participate in speaking activities ?

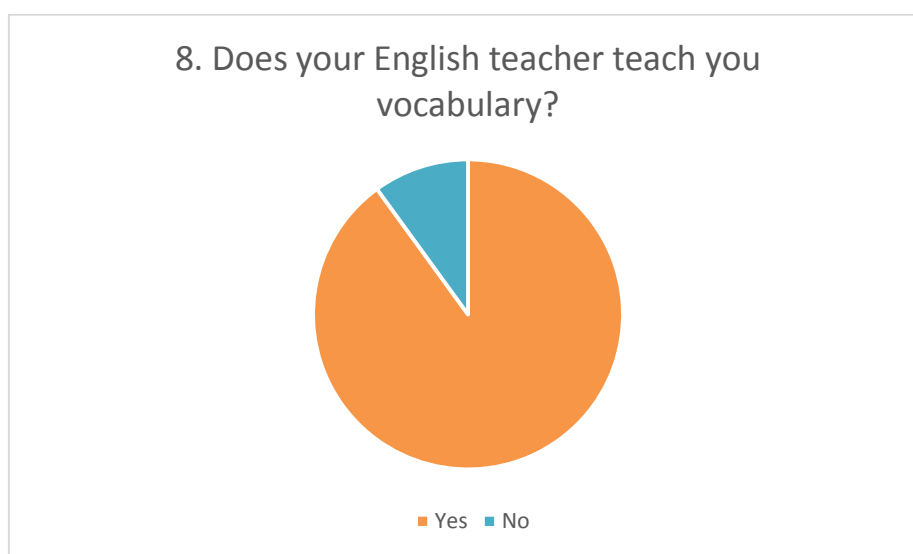


Graphic 7

According to Tan, Parsons, Hinson, & Brown (2003) cited in Carlos240790 (2016) “Motivation is applied when a person is energized to satisfy some need or desire. The

person will engage in, or be attracted toward activities that are perceived as having the potential to meet this need or desire.”

Fifty percent of students said that teacher motivates them and Fifty percent answered that teacher does not motivate them, in the interview of the teacher she said that she always tries to motivate them given rewards when they participate in speaking activities, in class observation it was noted that teacher motivates them because she evaluates the participation of the student.

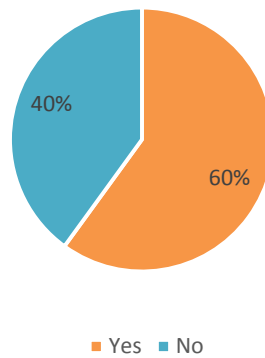


Graphic 8

According to Knidnir (2016) “The vocabulary of a language is all the words in it, but some vocabulary is the sum of words used by, understand by, or the command of a particular person or group”

Ninety percent of students expressed that teacher teaches vocabulary and only ten percent of students expressed teacher does not teach vocabulary. The English teacher said that she teaches vocabulary using flashcards, using real objects, etc. this point of view of the teacher was proved by the observation, because the teacher always started the lesson introducing the new vocabulary and the target grammar followed by the pronunciation.

9. Does your English teacher use material when she teaches you speaking activities?

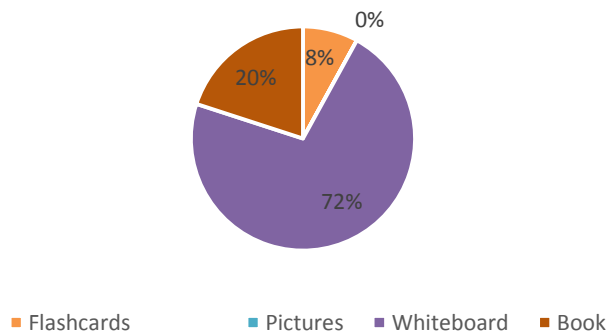


Graphic 9

“Materials thus have the primary role of promoting communicative language use. We will consider three kinds of materials currently used in Communicative Language Teaching and label these text based, task-based, and realia.” Meza (2012).

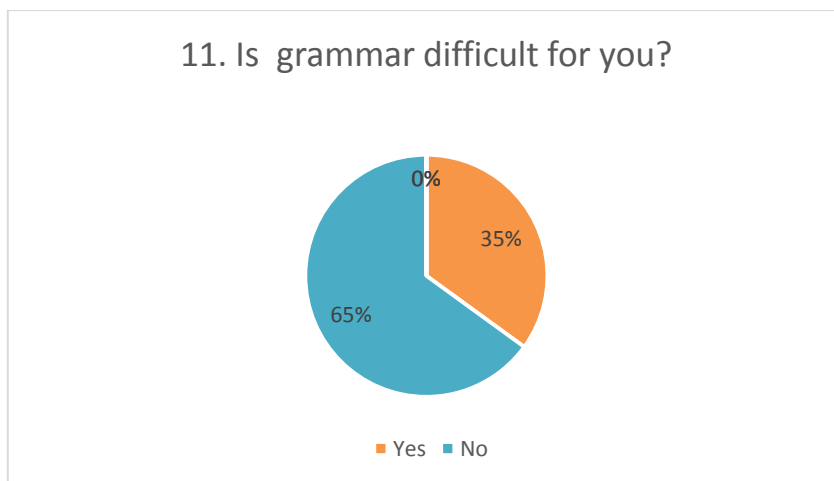
Most of the students Sixty percent, graphic 9) said that the teacher uses material when they are practicing speaking skills and forty percent of the learners said that their teacher does not use resources for teaching vocabulary. The teacher expressed that sometime uses flashcards, real objects, material inside the class etc. According to the class observation it was noticed that she used material as books, real objects such as clothe, classroom objects (eraser, backpack, rule ,whiteboard.), and flashcard.

10. What kind of material does the teacher use?



Graphic 10

Seventy two percent of students expressed that their teacher uses the whiteboard to teach the class and the twenty percent of them said that the teacher uses a book and only the eight percent of them, said that she uses flashcards. However in the teacher interview the teacher expressed that most of the time she uses the whiteboard because it is the resource most accessible to the teachers, but also the teacher said that sometimes she uses other type of material like a book, some pictures, flashcards, and real objects. During the observation guide it was proved that the teacher uses the whiteboard most of the time.



Graphic 11

According to W. O'Grady and J. Archibald (2000) cited in Nordquist (2017) "One of the most fundamental claims of modern linguistic analysis is that all languages have a grammar. It could not be any other way. If a language is spoken, it must have a phonetic and phonological system; since it has words and sentences, it must also have morphology and syntax; and since these words and sentences have systematic meanings, there must obviously be semantic principles as well. Of course, these are the very things that make up a grammar."

Sixty five percent of the pupils considered that grammar is difficult, thirty five percent said that grammar is not difficult the teachers expressed that grammar is not difficult for them because the kind of exercises that she teaches are common and easy to explain. However, the thirty five percent of them take the grammar as a barrier because they do not pay attention when she explains the class.

X. Conclusions

In conclusion, during the study about the factors that affect learner's speaking skill. It was noted that there are many factors which limit learners advance in English speaking skill.

The most remarkable factors are:

- The structuring of the class is based on a traditionalist scheme.(there is not communicative activities)
- Most of the class is based on writing activities and focused on the use of grammar.
- Most of the time students use the mother tongue during the class.
- The students feel afraid at the time of reproducing because they do not know much vocabulary in English and this limits them when it comes to speaking.
- The students do not pay attention when the teacher explains the class.
- The students do not have the habit of studying and doing their homework.
- The students are not self-taught, they are limited only to what the teacher teaches them.

XI. Suggestions

Nowadays the teaching of English Speaking skill is based on an interactional activity that allows students involve with more autonomy, but at the same time learners are able to enjoy their learning. Teachers must be adapted with the new strategies in order to enrich the teaching and learning process. For that reason some suggestions are listed below.

- Teachers should use more interactive activities that permit students familiarize with the English language and help students get more involved with the language
- To teach more vocabulary, for enriching the communicative interaction in students.
- To carry out entertainment activities that motivate students to pay attention to the class and to arouse interest in learning to speak like songs, games, and role plays, etc.
- The teacher should make use of materials and resources to create a pleasant environment to motivate students.
- The teacher should focus more on pronunciation and give students confidence to speak more in English and less in their mother tongue.
- It is necessary to make more use of the didactic materials and activities that motivate the student's learning.

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XIII. Appendices

Variables Operationalization.

General Variable	Sub Variable	Definition	Indicators	Scale	Type of Resource	Questions	Answers	Who
Factor that affect the learning process of Speaking skill in students of seventh grade "C" at INEP, Matagalpa in first semester in 2017.	Speaking Skill.	According to (Suryati, 2011). "Speaking is the oral process expressing thoughts and feelings of reflecting and shaping experience and sharing information, the speaker combines words to sentences and paragraphs and use a language style that is	Mother tongue	Nominal open answer.	Interview	<ol style="list-style-type: none"> 1. The students use the mother tongue during interactive activities? 2. The students use all the time the mother tongue? 		Teacher
			Listening	Nominal open answer.	Interview	<ol style="list-style-type: none"> 1. Do you teach listening? 2. How do you teach listening? 		Teacher

		appropriate to social context".	Vocabulary.	Nominal open answer.	Interview.	<p>1. What kind of activities do you use to teach vocabulary?</p> <p>2. How students are engaged in the vocabulary learning activities?</p>		Teacher
			Interaction.	Nominal.	Interview.	<p>1. What kind of activities do you use to practice in interactional activities?</p> <p>2. Does your students engaged in interactive activities?</p> <p>3. What type of resources do you use to teach speaking skill?</p>		Teacher

			Techniques	Nominal open answer.	Interview.	1. What kind of activities do you use to teach speaking? What is your students' reaction towards these activities?		Teacher
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General Variable	Sub Variable	Definition	Indicators	Scale	Type of Resource	Questions	Answers	Who
Factor that affect the learning process of Speaking skill in students of seventh grade "C" at INEP, Matagalpa	Speaking Skill.	According to (Suryati, 2011). "Speaking is the oral process expressing thoughts and feelings of reflecting and shaping experience	Pronunciation.	Nominal.	Survey.	1. Is difficult for you speak English? 2. Does your teacher teach you pronunciation? 3. Is the pronunciation clear?	Yes No	Students

in first semester in 2017.		and sharing information, the speaker combines words to sentences and paragraphs and use a language style that is appropriate to social context”.	Motivation	Nominal.	Survey.	<p>1. Do you think that speak English is important nowadays?</p> <p>2. Do you feel motivate when you participate in interactive speaking activities?</p> <p>3. Does your English teacher motivate you participate in speaking activities?</p>	<p>1. Yes or no.</p> <p>2. Yes or no.</p> <p>3. Yes or no.</p>	Students
			Shyness	Nominal open answer.	Interview.	<p>1. Do you like to participate in communicative activities?</p> <p>2. How do you feel in communicative activities in English class?</p>	Yes No	Students

			Resources.	Nominal close answer	Survey.	<p>1. Does your teacher use material when teach you speaking activities?</p> <p>2. What kind of material use your teacher?</p>	Flashcards, pictures, whiteboard Flipchart Book.	Students
			Grammar.	Nominal.	Observation.	1. Is grammar difficult for you?		Students

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Observation Guide

Grade: _____

Date: _____

School: _____

Objective: To note how the students get involved in speaking activities.

1. Is difficult for students to speaking English?

Yes No

2. Teacher practices the pronunciation of a new vocabulary?

Yes No

3. Students pronounce correctly the new vocabulary?

Yes No

4. The activities are related to the achievement Indicator?

Yes No

5. Students feel confidence in English speaking activitie?

Yes No Sometime

6. Teacher use material to teach English speaking activities?

Yes No Sometime

7. Students practice pronunciation?

Yes No Sometime

The data of observation guide.

During the visits to the school, in the English class, through the observation guides we obtained the following results:

The teacher always starts her class with a prayer, together with her students pray for five minutes, then the beginning gives her class. She started the class introduce the new context and made a short review about the last topic.

The activities of his class are according to the indicators and the subject to be addressed, he is focused on what is pronunciation because he always writes the vocabulary on the board and next to his pronunciation, then repeats with them as each word is pronounced.

The teacher makes very good voice in the practice of pronunciation, we can heard that has a clear pronunciation, good intonation and has her students repeat as many times as necessary, but there are still some students who have difficulty with pronunciation, due to lack of vocabulary, mispronunciation, lack of experience with the language or by shyness. However the teacher tries to motivate her students, she encourages them to participate and sometimes gives them extra points.

The students like and enjoy participating, especially when teacher encourages them., the most of students feel good when they interact in pairs, the observation give us the

opportunity to see the motivation of student when they are participating in speaking activities.

The teacher tries to motivate her students to speak English because she said them that nowadays it is an important tool for their future and most of students try to learn English because they know that it is very important. But there are students who when the teacher explains the class they do not pay attention, and do not the homework the teacher rarely calls their attention only rings a bell and tells them to pay attention, it is possible to identify that the students respond very well to this technique used by the teacher.

According to the class observation it was noticed that she used material as books, real objects such as clothe, classroom objects (eraser, backpack, rule ,whiteboard.), and flashcard ,but most of the time she imparts her class makes use of the board because he teaches many grammar exercises, and does not perform with her students many dynamic and interactive activities.

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Teacher's Interview.

Grade: _____ School: _____ Total of students _____

Date: _____ Teacher: _____

Dear teacher,

We are English students at UNAN-FAREM-Matagalpa and we are doing a research about factors that affect the learning speaking skill in students of seventh grade at INEP-Matagalpa, we go to you to request your attention and help through a personal interview, with the purpose to find possible solutions to these factors.

1. Do you think that students know about the importance of speaking English?
2. Do you think that speak English is difficult for the students?
3. How do you teach pronunciation?
4. How do you motivated the students to speak English?
5. Do students like to participate in English speaking activities?
6. What kind of activities do you use to practice interactional activities?

7. Do your students engaged in interactive activities?
8. What type of resources do you use to teach speaking skill?
9. What kind of activities do you use to teach speaking?
10. What is your students' reaction towards these activities?
11. Do students use the mother tongue during interactive activities?
- 12 Do students use the mother tongue all the time?
13. Do you teach listening?
14. How do you teach listening?

Data of a teacher's interview

1. In the first questions apply to teacher, she said that the students know about the importance of speak English, however the teacher tries to motivate her students to speak English because nowadays English offer them more opportunities for their future.
2. In the second question the teacher answer that most of the students have difficulties in speak English due to some of them come from elementary school and they have never practiced the new language and students use the mother tongue most of the time inside of the classroom.
3. In the third questions. The teacher said that she tries that all students can practice the pronunciation, because the teacher always started the lesson introducing the new vocabulary when she teach new vocabulary she writing next to each word the correct pronunciation and then she practice with them how the word is pronounces.
4. In the fourth questions the teacher said that she always tries to motivate them, given rewards when they participate and most of the time she gave them some extra points when their participate and this motivation permit that the students feel most interest to participate in class.

5. The teacher said that most of students feel motivated especially when she give them point for the participation.
6. In this question the teachers answer that the activities that she uses are: work in pair, short dialogue and sometime role pays.
7. In the seventh questions she answer that some of the students are engaged in interactive activities but the students do not pay attention during the class and this difficult their development.
8. When we ask to the teacher the kind of resources that she uses to teach English she answer that uses, flash cards, pictures, classroom object like: eraser, backpack, rule ,whiteboard and books but most of the time use the whiteboard.
9. The kinds of activities that the teacher uses to teach their students are pair work, and randomly question about the topic.

10. When we ask about the students' reaction towards these activities she said that some students participate in the activities but there are students that are do not understand and look shy.

11. . Teachers said that the students use constantly the mother tongue during the class and do not practice English.

12. In this question the teacher answer that most of the students only speak in their mother tongue.

13. The teachers said that do not practice listening activities, but by the use the interactive activities they practice listening.

14. The teacher said that teach listening by interactivities activities when made that the students participate and listening to the others classmate or when she work in dialogue activities.

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Survey to the students

Grade: _____

School: _____

Date: _____ Teacher: _____

Dears,

English students we are students of 5th year of English at UNAN-FAREM-Matagalpa, and we are doing a research about factors that affect the learning development of the speaking skill in seventh grade at INEP-Matagalpa, And we ask for your help through this interview, with the aim of collecting information for the application of our data.

- Please mark your answer according to your opinion.

1. Do you think that speaking English is important nowadays?

Yes No

2. Is it difficult for you to speak English?

Yes No

3. Does your teacher teach you pronunciation?

Yes No

4. Is the teacher's pronunciation clear?

Yes No

5. Do you like to participate in interactive speaking activities?

Yes No

6. Do you feel motivated when you participate in speaking activities?

Yes No

7. Does your English teacher motivate you to participate in speaking activities?

Yes No

8. Does your English teacher teach you vocabulary?

Yes No

9. Does your English teacher use material when she teaches you speaking activities?

Yes No

10. What kind of material does your teacher use?

Flashcards Pictures Whiteboard Books

11. Is grammar difficult for you?

Yes No

SURVEY STUDENTS PROCESSING					
1. Do you think that speaking English is important nowadays?		2. Is it speaking English difficult for you?		3. Does your teacher teach you pronunciation?	
Yes	No	Yes	No	Yes	No
20	0	14	6	19	1
4. Is the teacher`s pronunciation clear?		5. Do you like participate in interactive speaking activities?		6. Do you feel motivated when you participate in speaking activities?	
Yes	No	Yes	No	Yes	No
15	5	16	4	17	3
7. Does your English teacher motivate you to participate in speaking activities ?		8. Does your English teacher teach you vocabulary?		9. Does your English teacher use material when she teaches you speaking activities?	
Yes	No	Yes	No	Yes	No
10	10	18	2	12	8
10. What kind of material does your teacher use?				11. Is grammar difficult for you?	
Flashcards	Pictures	Whiteboard	Book	Yes	No
2	0	18	5	15	5

Instituto Nacional Autonomo Eliseo Picado





The classroom of the students of seventh grade C, at INEP-Matagalpa.

