Speaking Difficulties Encountered by Libyan Secondary School Students

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Abstract: This study aimed at investigating the speaking difficulties which encounter students at secondary stage in Misurata, Libya. It seeks to analyze the problems and factors that negatively affect their speaking skills in order to help them avoid these problems. The research method adopted in this study was a descriptive one. So, it intended to describe two domains: The first one is "Affective factors related to students", and the second is the "Factors related to teachers" and their role in teaching speaking skills. These factors were described in details with some helpful and useful recommendations for teachers to help their students to speak the target language. The data was gathered through a series of questionnaires administrated on a sample of 100 students and 10 teachers at secondary schools. The results suggested that the students did not practice speaking skills both in and out-side classrooms, which may due to: Lack of motivation, fear of making mistakes, lack of self-confidence, shortage of vocabulary, and their poor back-ground experience. Therefore, it is primarily suggested that students need to develop their self-confidence, be aware of the role of mistakes in learning speaking skills; secondly, the instructors should employ their maximum potential to assess and activate the students' motivation and self- confidence in speaking skills.

Key words: difficulties – encounter – learners/students – speaking – secondary stage – teachers – target language - classroom

صعوبات التكلم التي تواجه طلاب المرحلة الثانوية في مدينة مصراتة في ليبيا

إسماعيل فرج القماطي

كلية التربية — جامعة مصراتة

ملخص البحث:

تهدف هذه الدراسة إلى التحقيق في صعوبات التكلم التي تواجه طلاب المرحلة الثانوية في مدينة مصراتة في ليبيا، كما تسعى إلى تحليل المشاكل والعوامل التي تؤثر سلبا على مهارة التكلم، بهدف مساعدة الطلاب على تجنبها؛ لتحقيق هذا الهدف تبنت الدراسة منهجية البحث الوصفي، والتي تمثلت في مجالين — الأول: عوامل مؤثرة متعلقة بالطلاب أنفسهم؛ الثانية: عوامل مؤثرة متعلقة بالمعلمين و دورهم في تدريس

مهارة التكلم وتشجيع الطلاب والدفع بهم إلى ممارسة اللغة الهدف داخل الفصل الدراسي؛ وقد تم حصر هذه العوامل بالتفصيل من خلال التوصيات التي خلصت إليها الدراسة، لمساعدة المعلمين والطلاب على حد سواء من خلال استعمال اللغة الهدف داخل الفصل الدراسي.

تم جمع البيانات من خلال استبانة وزعت على عينة من (120) مائة وعشرين طالب، و(20) عشرين معلم من داخل مدارس المرحلة الثانوية في مدينة مصراته، حيث أظهرت الدراسة أن الطلبة لم يمارسوا مهارة التكلم داخل أو خارج الفصول الدراسية، الأمر الذي قد يكون ناتج عن: قلة الوقت والتحفيز لاستعمال اللغة في الفصل — قلة المفردات لدى الطلبة — قلة خبرة المعلمين — نقص المعلومات حول المواضيع المتناولة داخل الفصل — نقص الثقة بالنفس لدى الطلاب — الخوف من الوقوع في الأخطاء؛ لذلك أولا: اقترحت الدراسة ضرورة الحاجة إلى رفع ثقة الطلاب بأنفسهم، العمل على جعل الطلبة مدركين لدور الأخطاء في تعلم مهارة التكلم، ثانيا: ضرورة بذل المعلمون أقصى جهودهم لتقييم وتحفيز الطلاب وحثهم على استعمال اللغة ليكتسبوا مهارة التحدث والتواصل مع المعلم، وفيما بينهم باستخدام اللغة الهدف.

الكلمات المفتاحية: صعوبات — التكلم — تواجه — المرحلة الثانوية — عوامل — الطلبة — المعلمون — اللغة الهدف — الفصل الدراسي

CHAPTER I
Background of the Study

1.1. Introduction:

Speaking seems to be the most important skill of the four skills (listening, speaking, reading and writing) because people who know the language are usually referred to as speakers of that language (Ur, 1996: p. 286). The major goal of English language teaching should give learners the ability to use English effectively and accurately in their everyday communication (Davies and Pearse, 2000: p. 286). However, not all language learners after many years of studying English can communicate fluently and accurately because they lack the necessary knowledge. In my opinion, the main reason is that learners rely on the prescribed material during their learning process of the language and that is not enough. This may result in shortage in vocabulary and language skills and make learners face difficulties in producing correct sentences.

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Speaking itself contains several other skills called micro skills. These micro skills include: a part of speaking should be mastered by a language learner in order to make communication becomes more effective and accurate. Therefore, a good speaking skill is very important and essential.

Assessment of oral skills is a topic which has many interesting sides to it. First of all, final -exams/exercises in courses, for instance, are normally written and not spoken, so it would imply that evaluating spoken language has to be done during lessons. Second, it is usually thought that in secondary schools the main emphasis is to get the students through the atriculation examination where oral skills are not tested. This could mean that speaking skills are not much emphasized during studies. Moreover, speaking especially in classrooms is a public action which might cause anxiety to some students. Third, assessment of speaking requires different kinds of exercises depending on whether one is assessing for instance grammar or pronunciation (Luoma, 2004: p. 5). To sum up, assessing oral skills has numerous levels which need to be taken into consideration. That is why most of teaching methods focus on writing tests more than verbal tests. Therefore, these assessments must be taken into account by teachers and their application in the classrooms.

However, speaking problems can be great in learning language. Regardless of the extent to which learners of English as a foreign language know, they still face many difficulties and factors that are obstacles to their learning of this language. Thus, this study seeks to investigate the negative factors affecting students speaking performance when they speak English Language for the academic year (2018- 2019) of Second Year Classes at Secondary Schools in Misurata.

1.2. Statement of the Problem:

The aim of this study is to assess the negative factors which affect second-year students' speaking skills at secondary schools in Misurata. Some students may be tended to retain grammar, but when it comes to communicating or speaking to others in English, they are not qualified. Therefore, this study aims to identify the factors and difficulties faced by students in secondary schools and how to deal with these factors.

Research Questions:

Based on the statement of the problem, this study is a try to focus on the factors that are supposed affecting learners' performance inside the classroom. Therefore, the study is mainly based on the following questions:

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1. What are the factors that contribute to creating difficulties in speaking skills?
2. What are the techniques and procedures that may develop students' speaking skills?
3. How do English language teachers attempt to deal with the problems of speaking skills?

1.3. Objectives of the Study:

Regarding the research questions above, the aim of this study is:

1. To determine the challenging factors that affecting students' English-speaking performance;
2. To improve students' skills of speaking performance; and
3. To assess the factors that affect students' English-speaking performance.

1.4. Significance of the Study:

This study intends to investigate the factors that cause poor performance such as students' low ability to use English in communication during lessons. This is very useful feedback to curriculum planners to review the proper use of language in teaching English at secondary schools. The study may provide a feedback on the status of teaching and learning facilities such as; textbooks and laboratory. The feedback may guide the Ministry of Education and Learning to improve its resource allocation at secondary schools aiming at improving the quality of education in schools. The study may provide a feedback on the status of guidance and counselling as a component needed to support students' growth through effective use of time and good performance among secondary schools' students. The study expects to bring useful insights which may help in building, modifying and improving the ways of teaching/learning English language.

1.5. Scope of the Study:

This study is confined to assessing the negative factors that affect speaking skills at secondary schools in Misurata. The researcher focuses on identifying the factors which affect students speaking skills in asking and answering questions, participating in pairs, group discussions and perform teaching and oral presentations during spoken English classrooms.

1.6. Limitation of the Study

This study has three limitations:

1. Limitation of time: The study is carried out and applied in spring course of the academic year (2022).
2. Limitation of place: This study will be applied and carried out at Second Year Classes at Secondary Schools in Misurata.
3. Limitation of Subject: This study will deal with and discus "The Speaking Difficulties Encountered by Students at secondary schools and what are the suitable solutions for them?"

CHAPTER II
Literature Review

2.1. Definition of Speaking:

Speaking is one of the macro skills of English language teaching and learning. It is not easy to define what is meant by terms such as speaking skills since it has been defined in various ways in different disciplines. In language teaching and learning itself, many definitions of speaking have been made regarding to some experts. Brown (1994) and Burns and Joyce (1997) define speaking as an interactive process of constructing meaning that involves producing and receiving and processing information.

Finally, based on the definition given by experts above, speaking is a process of expressing ideas in the spoken language, and it is one of the most important aspects of language learning. Further, Luoma (2004) stated that being able to speak to friends, colleagues, visitors and even strangers in their language or in a language which both speakers can understand, is surely the goal of very many learners. The success of learning English can be seen and measured from learner performance in speaking and how well they present their English in communication.

2.2. Factors Affecting Speaking Performance:

There are many factors which have impacts on language learning. These factors are divided into internal and external factors:

2.2.1. Internal Factors:

Internal factors refer to the factors that come from the learner himself. It is included physiological aspects and learners' language competence (ability).

a. Psychology:

Burns and Joyce (n.d.) as cited in Nunan (1999), Schwartz (2005), and Thornbury (2005), argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the

factors commonly hinder students from speaking. Furthermore, Brown (2002), claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, for those activities. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations in themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem.

A study conducted by Sato (2003) cited in Minghe and Yuan (2013), find that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996) cited in Yan (2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity, especially, if they have to perform something using English.

Moreover, motivation is an important factor in language learning success. Brown (1980: p. 112), defines motivation as an inner drive, emotion or desire that moves one to a particular action. It is known to all that proper motivation will draw learners' attention and arouse their interests to learn. Thus, they are more likely to succeed in language learning.

b. Language Competence:

According to Chomsky (1965), competence is the ideal language system that enables speakers to produce and understand numbers of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones. According to Wikipedia, the performance was used by Chomsky to describe the actual use of language in concrete situations. It is used to describe both the production as well as comprehension of the language.

In this study, the language factors in speaking performance refer to the ability of the speaker to master the aspects of language while communicating. These aspects included: fluency, intonation, vocabulary, pronunciation and grammar.

2.2.2. External Factors:
a. Performance Condition:
According to Nation and Newton (2009) cited in Tuan and Mai (2015), students perform a speaking task under a variety of conditions, and they

believe that performance conditions can affect speaking performance. They suggest four types of performance conditions including: time pressure, planning, standard of performance and amount of support.

b. Learning Environment:

In their research, Minghe and Yuan (2013) stated that 'another external factor that affects students' oral English learning is the lacking of good language learning environment'. English is a language used in communications. Therefore, a good language environment can effectively promote learning. English is a foreign language that they learn at school, and outside the class or teaching/learning process.

Moreover, the environment does not support the students to speak English frequently. In this study, the environment means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation and the response that the students get makes them lose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

According to Tuan and Mai (2015), learners' oral performance is affected by factors like performance situation, affective factors, listening skills and feedback during speaking. In the same direction. One way of overcoming problems that students encounter in learning to speak is for teachers to apprehend these factors.

Adding to that, Rababah (2005), puts forwards that there are a lot of factors that cause difficulties in speaking English amongst EFL learners. A few of these factors are connected to the learners themselves, the teaching techniques, the curriculum and the environment. To exemplify, many learners stand in need of the necessary terminology to convey their meaning; therefore, they cannot maintain the interaction going.

Moreover, Urrutia and Vega (2010) state that students speaking proficiency is affected by their insufficient vocabulary, hesitation, and the worry to be judged by the others. Oxford (1990) asserts that one of the most important influences or factors of language learning success or failure is probably the affective side of the learner. Affective factors include inhibition, shyness, lack of self-confidence, pressure, family or friends support, motivation and anxiety.

2.3. The Role of Participants:

In the second or foreign language classroom context, teachers should train learners to use and practise the different strategies that can help them to face difficult situations:

2.3.1. Teacher's role:

A good teacher plays different roles to help his/her learners for better understanding and achievement. Byrne compares as Tricia (2000: p. 26) said that "the teacher will have to play different roles at different times."

2.3.2. Controller:

The teacher is the responsible in the teaching and learning processes. The interaction in classrooms should be teacher-learner interaction. Harmer (2009: p. 58) asserts that the controller teacher is the one who transmit the knowledge of himself to his learners.

2.3.3. Assessor:

The assessment of the student's competence is one of the most important tasks facing the teacher because good teachers know how they must assess their learner's achievements. The teacher should tell their students strengths and weaknesses by giving corrections or by praising them. As Harmer (2009: p. 59) said that this is where teachers have to act as assessor, offering feedback and correction and grading students in various ways.

2.3.4. Organizer:

Harmer (2009: p. 58-59) stated that the teacher acts in a classroom where many things must be set up; such as organizing pair/group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The teacher in such a role spends much time in engaging all the classes in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views and why not correct each other.

Speaking usually involves interaction with one or more participants, and therefore, involves a lot of listening, and an understanding of how the other participants feel. It is also necessary to know how to linguistically take turns, and allow others to do the same. In addition to how respond to others' feelings, we need to be able to process the information they tell us immediately. The longer it takes for one to understand what the other is saying, the less effective an instant communicator he or she is (Harmer, 2001: p. 271).

Harmer (2001: pp. 271-274) lists some good and most widely used communicative exercises, in these acting exercises, students are asked to act out scenes from plays or course books, or dialogues which they have written themselves. In case the students should perform their senses in front of the class, the teacher needs to make sure not to choose the shyest students first, and pay special attention to creating a supportive atmosphere in the class.

Speaking tasks should also provide students with a proper level of challenge. They need to force students to deploy their communication resources as extensively as possible. Accordingly, the students will experience achievement and even excitement about the task. However, if the degree of challenge is too high, it can inhibit students' use of foreign language, and make them use their first language instead. Therefore, the teachers need to be careful, and adjust the activities according to individual learners (Thornbury, 2005: p. 91).

Teachers' commitment is closely connected to teacher work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement, and attitudes towards school.

Joffress et al. (2006) wrote that teachers' commitment is a crucial factor that effective school, teacher satisfaction and retention. They claim that low levels of teacher commitment result to lead student achievement tests than in areas where teachers were found not to be committed to their responsibilities, learners performed poorly.

Rosner (1985) established that the hard-to-teach child needs explicit, unambiguous instruction that is offered in limited portions and accompanied by more than the usual amount of drill and practice. The studies mentioned above established that reducing the workload of teachers can lead to better quality education provided for learners.

However, Fatai (2005) counters that only the teachers who are qualified, certificated, competent and of a good moral standing need to be employed to teach the students. They should be dedicated teachers who would serve as role models in matters of punctuality, self-discipline, accountability, integrity and sound leadership styles. Effective schools have teachers who have a strong sense of efficacy.

The knowledgeable teacher is one who knows what to teach and has some idea about how to do it. It knows that once a child learns a basic fact, this can be incorporated into a future lesson for teaching some subsequent fact. The knowledgeable teacher is constantly looking for better, more

effective methods. It uses the new procedure and assesses its effects (Rosner, 1985). Teachers' subject-matter knowledge, teaching skills, dedication to teaching and openness to new ideas, all can play a significant role in determining the success of a new curriculum (Posner, 1992). The above studies have shown that a teacher's qualification impacts directly on the quality of education imparted upon the learners.

Absenteeism among teachers contributes immensely to the learners' poor performance, a phenomenon that makes teachers not to cover the syllabus adequately (Nyabuto, 2007). The argument is that if the syllabus is not covered adequately, pupils are likely to be examined in content they did not fully cover and comprehend, which is likely to lead to poor performance. Teacher absenteeism was established by Nakhanu (2009) as one of the factors that affect syllabus coverage. These findings showed the relationship between syllabus coverage and students' performance.

2.4. Assessment of oral performance:

Syllabus for secondary schools currently determines that rehearsing oral skills should be included in all courses, which means that assessing oral skills need to be included in all courses as well. However, the syllabus does not give detailed guidelines for the assessment (Lukiokoulutuksen suullisen kielitaidon arviointiryhmän muistio, 2006: p. 11).

This means, the student should be able to use the language independently and be able to use the language in an argumentative way. Assessing spoken language can be divided into two main ways. (1) One can either look at language in a holistic way; (2) One can divide the language into pieces (grammar, pronunciation) and look at them separately, which is called an analytic way of assessing (Bachman 1991: pp. 301-330).

Assessing spoken language can be divided into two main ways. One can look at language in a holistic way, or other can divide the language into (grammar, pronunciation) and look at them separately, which is called an analytic way of assessing (Bachman 1991: p. 301-330).

Holistic way means assessing the situation overall, and how the subject handles and performs in a situation that is being assessed. Holistic way of assessing is based on the idea that we cannot see grammatical, or other language function that take place inside one's mind, so we cannot judge them. We have to judge the functions that able to observe the learner's ability to perform in a given task.

Analytic way of assessing means looking at certain, predetermined points, for instance pronunciation. According to Knight (1992: p. 300), stated

that the teachers should focus on using the latter way of assessing, since it is important that the teachers know what needs to be improved in the learner speech, and that they are able to give positive feedback.

CHAPTER III
Research Methodology

3.1. Introduction:

This chapter presents the methodology suggested for the study. This study focuses on some items, such as: research design, population of the study, research instrument, data collection and procedures, questionnaire and data analysis.

3.2. Research Design:

The present study uses the descriptive survey design which involves asking questions often in the form of a questionnaire in order to subject the study to a large group of individuals: teachers and students. The design involved fact findings, formulation of important principles of knowledge and solution to significant problems.

This design is the most suitable for this research because it involves a large sample of students and teachers. The advantage of this research is to collect a lot of information from a large sample of individuals. Creswell (2002) observes that a descriptive research design is used when the data is collected to describe persons, organizations, settings or phenomena. This study aims at describing the behavior of learners and their interaction under this study with influencing them in any way. Therefore, the descriptive survey design is the most appropriate method for this study.

3.3. Population of the Study:

The population of this study consists of (120) participants include (20) English language teachers and (100) secondary students for Second Year Classes at Secondary Schools in Misurata. The teachers are teaching English language at different classes of the second year. This research will be applied at five public secondary schools in Misurata, Libya.

3.4. Research Instrument:

The research instrument employed to collect data for this study is a questionnaire. It is preferable to use different procedures such as: observation, meetings, tests and questionnaires. However, in present work I have used just two questionnaires: one for teachers and the other for students. The students' questionnaire aims to explore how some affective factors could really influence their desire to speak English, especially, in classrooms and

the teachers' questionnaire intends to investigate teachers' opinion about the effect of learners' emotions on their oral performance.

Questionnaires help in gathering data more quickly, and they take much less effort than interviews from the part of the participants. A questionnaire also makes data processing faster and more straightforward. Furthermore, the level of anonymity in questionnaires is a lot higher than in interviews, which contributes to finding the participants easier (Dörnyei, 2007: p. 115).

3.5 . Data Collection and Procedures:

Data is the raw materials of research that needs to use them most effective and appropriate data collection methods (Nicholas, 2006). This descriptive survey to find out the negative factors affecting the instruction of oral skill in secondary schools at second year in Misurata. It is carried out by administering questioner to teachers and students. This study aimed at collecting information from respondents on their opinion in relation to factors influence speaking performance of secondary school students.

The purpose of using the questionnaire is to allow the respondents to answer questions freely as they fill the questionnaire forms. This instrument is necessary for this study as the teachers had time to provide well taught information.

Questionnaire and document analysis are used as the main tools for collecting data. The selections of these tools are guided by the nature of data to be collected and the time available as well as the objectives of the study.

3.6. Questionnaire:

The questionnaire is considered as the most common tool used for gathering information about a specific topic using a set of clear questions sent for a specific population. According to Brown (2001), a questionnaire is "any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".

The questionnaire in this study is addressed at second year classes at secondary schools in Misurata, in order to investigate the research questions. As Richterich and Chancerel (1980, p. 59) state that "Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions".

3.7. Data Analysis:

The analysis of the data collected from questionnaire which contains 23 questions administered to teachers and learners at secondary schools. The questionnaire is divided into two domains: The first one is "Affective factors

related to students " which consist of (12) questions. The second one is the "Factors related to teachers" the role of the teacher in teaching speaking skills which consist of (11) questions, in order to gather information about the affective factors and their relation with developing speaking.

CHAPTER IV
Results and Discussion

The aim of presenting these results is to draw the readers' attention to the different answers based on the difficulties which students may face when they are speaking, besides to the role of teachers at different classes. The number of participants who have been subjected to the study was (100) students, both males and females, and (20) teachers. As to analyse the collected data, each question will be discussed as such.

1. The Teacher's Questionnaire:
   Section one:
   1.Gender:

Gender	Frequency	Percent
Male	**8**	**40%**
Female	**12**	**60%**
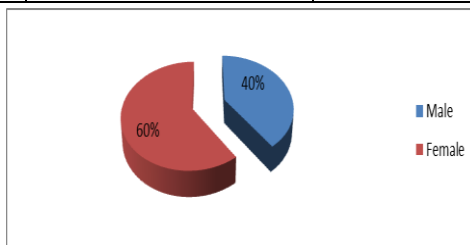
According to the results above, the teachers who participate in the study represent 40% are males and 60% are females. So, the difference in gender helping us to get real results and there are a variety of opinions from both genders. Because males and females are thinking differently, and so their teaching process will be different.

2.Age:

Age	Frequency	Percent
25 – 35	10	50%
35 – 45	6	30%
45 - 55	2	10%
55 - 65	2	10%
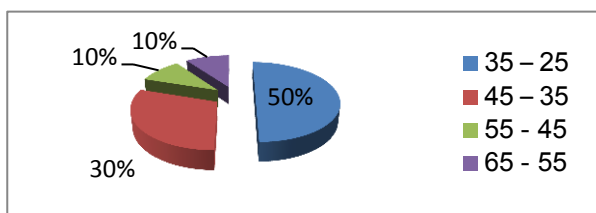
This table shows that 50% of the teachers teaching English in different schools are between (25-35) years old. They don't have long experience in teaching methods. While 30% of the other teachers have a chance to share their experience in teaching methods.
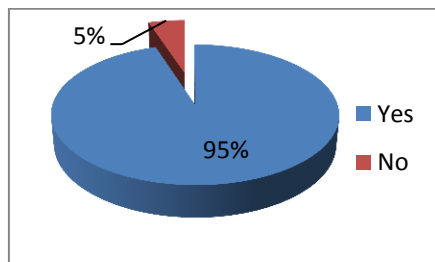
3.Degrees:

Degree(s)	Frequency	Percent
BA (License)	18	90%
MA (Master)	2	10%
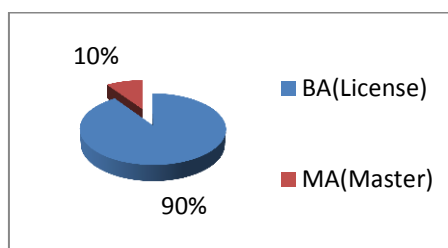
The above results indicate that (90%) of teachers are BA carriers, and only (10%) of them are MA holders.

4. Do you like teaching English? Why?

Do you like teaching?	Frequency	Percent
Yes	19	95%
No	1	5%

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All responses were Yes when they were asked if they would like teaching, but there are different justifications about them:
- Some of them were interested when they teach;
- One of them said that one of his dreams is to teach English;
- Some of them were just get-enjoyed in teaching;
- Two of them believe that it is their job;

Section Two:

**1. On which skill do you focus more on in teaching English?**

Listening	Speaking	Reading	Writing
40% (8)	65% (13)	50% (10)	30% (6)
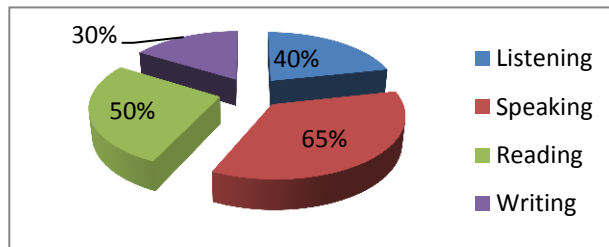
The above table shows that 65% of teachers focus on speaking skills when teaching English.   While 50% of them depend on listening. However, only 30% of them focus on writing. So, in this table each skill will be analysed out of hundred. Based on these results, the teachers believe that speaking is the most important skill for helping learners to communicate with others and be able to correct their mistakes.

2. Which of the following criteria matches your students' speaking level best in the use of the target language?

High	Average	Low
5% (1)	60% (13)	35% (7)

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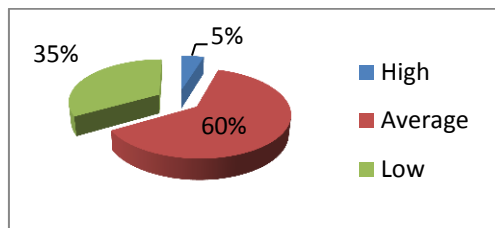
When teachers have been asked to describe their students' level in speaking, the majority of teachers' answers were average as it appears in the table above. It says it is up to 60%. However, according to this data, about 35% of students were not motivated and interested in practicing and developing their level in speaking.

3. Which of the following issues, in your opinion, do your students find more difficulty when they speak?
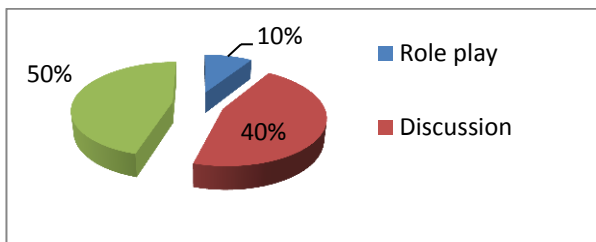
Grammar	Vocabulary	Pronunciation
30% (6)	20% (4)	80% (16)
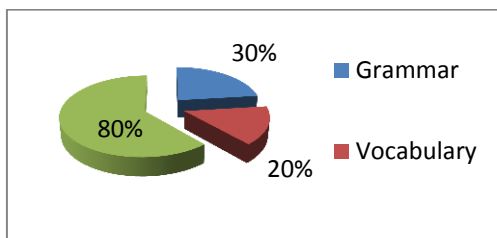
The above table shows that matriculation most of the teachers believed that 80% of the students found more difficulty in pronunciation when they spoke, while 50% of the other students found more difficulty in vocabulary and grammar. So, in this table each skill has been analyzed out of hundred.

**4. Which of the following techniques do you use more to motivate learners to speak?**

Role play	Discussion	Communicative activities
10% (2)	40% (8)	50% (10)

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This question shows that 50% of the teachers use communicative activities and discussion techniques to motivate students to speak. However, teachers should use different techniques when they teach according to what may fit to lectures and students.

5. How often do your students participate in speaking activities?

Frequently	Sometimes	Never
10% (2)	90% (18)	0% (0)
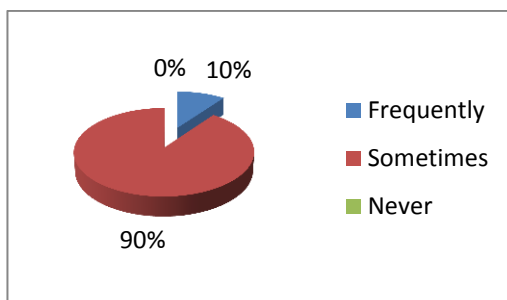
The above table reveals that 90% of the teachers sometimes participate with their students, while 10% are frequently. So, this may due to the fact that teachers have their own ways in the classroom.

6. Do you encourage your students to communicate in English?

Always	Sometimes	Never
80% (16)	20% (4)	0% (0)

The analysis of the results above reveals that 80% of the teachers affirmed that they always encouraged their students to speak; whereas, 20 percent of them declared that they sometimes did, so, none of the teachers opted for "never".

7. Do you praise them when they answer correctly?

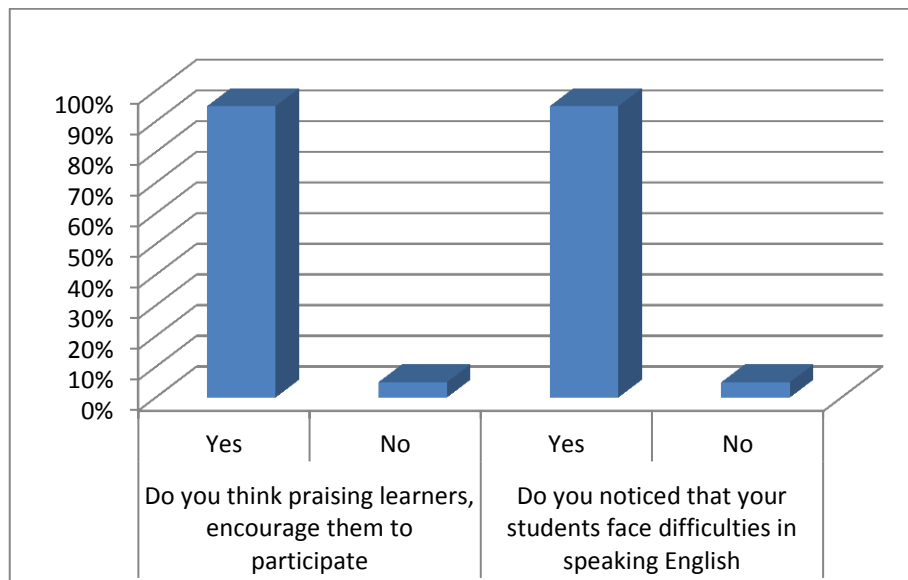| Always	Sometimes	Never
80% (16)	20% (4)	0% (0)
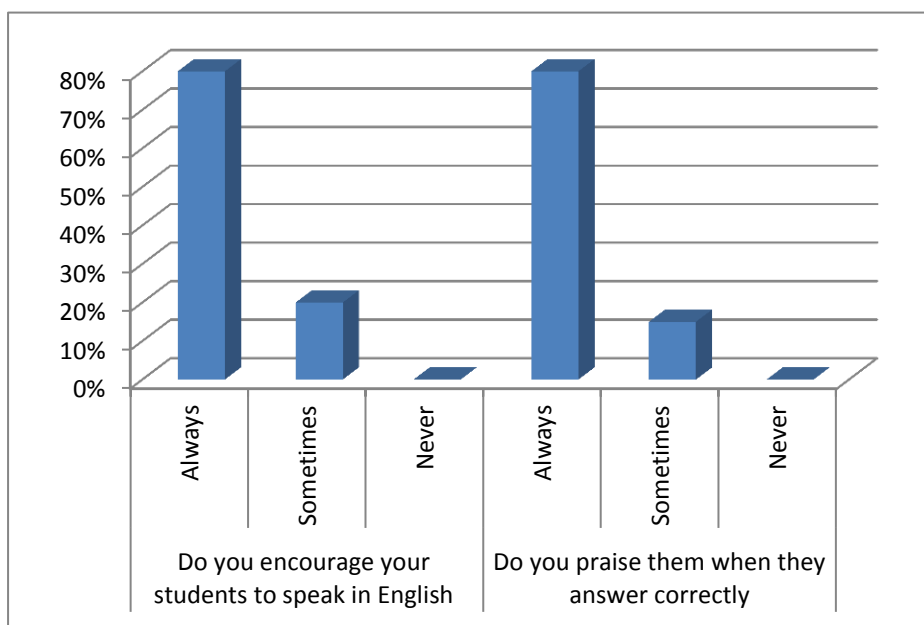
The table above shows that 80% of the teachers "always" praise their students when they answer correctly, while 20% opted for "sometimes".

8. Do you think praising learners, encourage them to participate?

Yes	No
95% (19)	5% (1)

9. Have you noticed that your students face difficulties in speaking English?

Yes	No
95% (19)	5% (1)

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The questions (8&9) show that 95% of the teachers praise and encourage their students to speak, and show that 95% of the teachers noticed that their students are facing difficulties in speaking English. The majority of students refrained from speaking in the classroom when they are asked individually and even if they know the answer.

**10. If yes, do you think that it is due to …**

Shyness	Poor vocabulary	Lack of interest
15% (3)	80% (16)	5% (1)
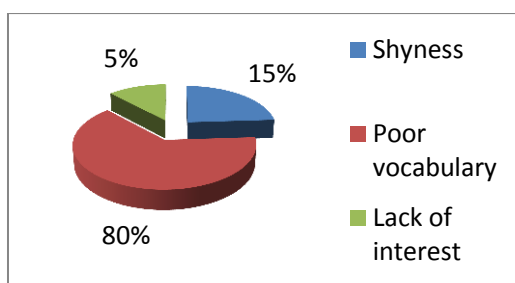
From the table, it can be seen that 80% of the teachers due to the fact that students suffer a lot from the lack of vocabulary. They believe that, in the classroom, one of the most difficulties that face students when they speak; while 15% of the others pointed out that the problem refers to students' shyness.

11. In speaking classes, how learners generally feel?

Bored	Anxious	Motivated
25% (5)	35% (7)	40% (8)
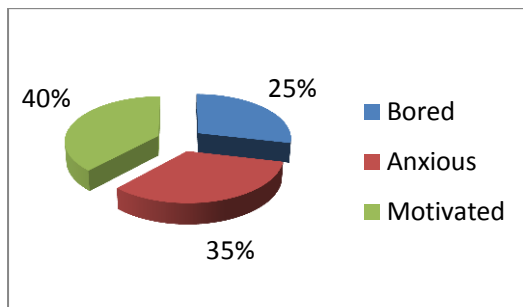
From the table above, 40% of the students feel more motivated in speaking classes while 25% of the students believe that it is boring. As the above table show that 35% of the students when speaking English in the class they feel anxious. This considered as a negative indicator on students' English learning.

All these results refer to some factors that have been revealed during the teachers' techniques, especially, in teaching speaking English. The main factors that are considered to have a strong effect on the pupils' oral performance are poor vocabulary, pronunciation and anxious.

2. Student's Questionnaire:

Section One:

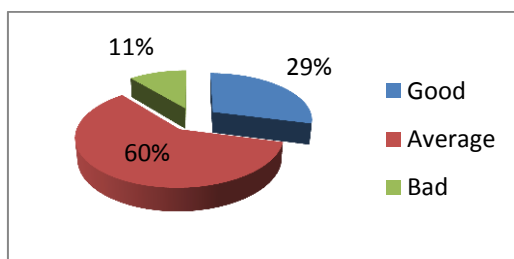#### 1. Gender:

Gender	Frequency	Percent
Male	35	35%
Female	65	65%
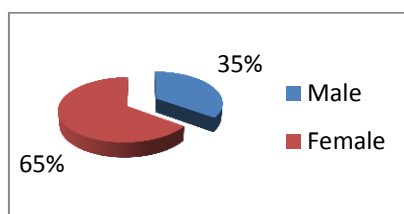
According to the results above, the students participate in the study represent 35% males and 65% females, so this difference in gender gives us a variety of opinions from both.

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2. Level of English is:

The level in English	Frequency	Percent
Good	29	29%
Average	60	60%
Bad	11	11%

This table states that 60% of the students their levels average, whereas 29% is good, so the level of the students usually depends on how they can understand and produce the language orally.

3. Do you like English language?

Do you like English	Frequency	Percent
Yes	79	79%
No	21	21%
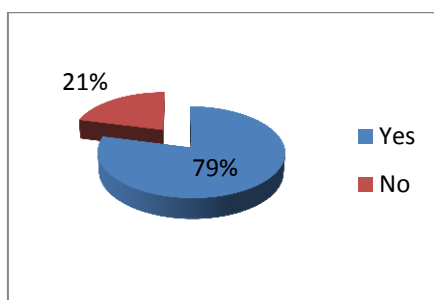
This question affirms that 79% of the students like English language, while others do not like English language. This may be caused by the difficulties faced by students when they speak.

Section Two:

1. Does your teacher ask you to speak in English?

Always	Sometimes	Never
32% (32)	65% (65)	3% (3)

This table reveals that 65% of the students claimed that their teachers sometimes asked them to speak, participate or communicate in English. Whereas 32% of the students argued that their teachers always asked them to speak in English.

## 2. Does your teacher praise you when you answer correctly?

Always	**Sometimes**	**Never**
56% (56)	**38% (38)**	**6% (6)**
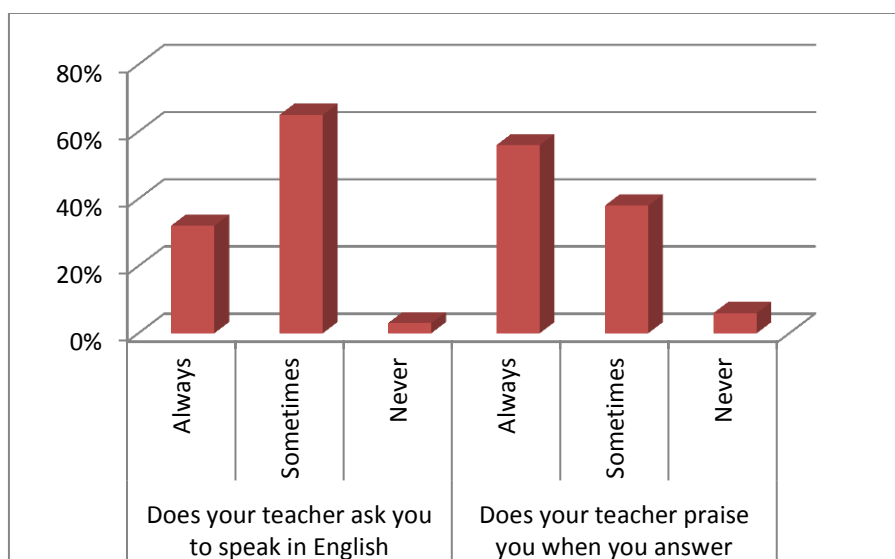
The result shows that 56% of the students think that their teachers keep praising them when they answer correctly. This is a positive reinforcement to help the students and will of course increase them to be more confident. On the other hand, 38% of the students declare that their teachers sometimes praise and encourage them to speak**.**

3. Which activities do you like most?

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Discussion	Role-play	Language game
30% (30)	**30% (30)**	**40% (40)**
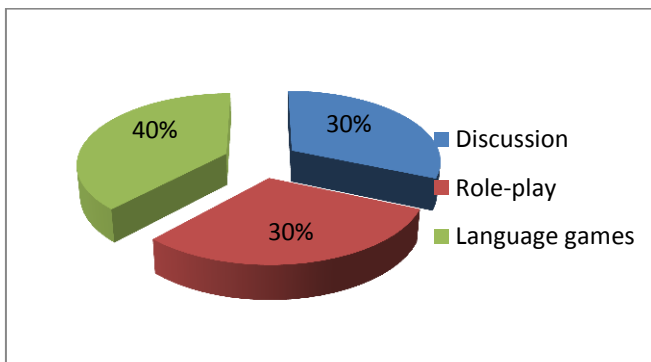
The table above summarizes that most of teachers can use different techniques in classroom activities, 40% of the students prefer language-games and activities; 30% would like discussion and 30% prefer role play. Thus, the teachers' role should be adapted with techniques that encourage learners to participate and to give them more activities.

4. **How does your teacher behave in the class?**

As a controller	As a guide
40% (40)	**60% (60)**
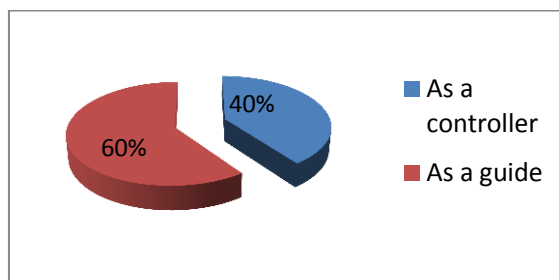
This table affirms that 60% of the students describe their teachers as a guide, while 40% describe their teacher as a controller, and consequently, this makes them less confident and more anxious in the class. Teachers are expected to act as facilitators in order to make learners feel more confident and relax in order to create a communicative weather between learners inside the classroom.

5. Do you feel more comfortable when you participate in speaking activities?

Yes	No
65% (65)	**35% (35)**

This question shows that 65% of the students feel comfortable when they participate in speaking activities, while 35% of the students feel uncomfortable inside the class.

6. Do you think that you can speak English because you are good at English?

Yes	No
53% (53)	47% (47)

The table above shows that 53% of the students can speak English because they are good at English, and 47% of the students need to practise more in order to master to communicate freely.

7. Do you feel that your heart beat faster when you are asked to answer questions in English classes?

Yes	No
77% (77)	23% (23)

From the table above, one can notice that 77% of the students feel anxious and confused in the class before answering questions. This may due to poor English knowledge and pronunciation problems. Being worry and feeling with pressure may lead to such result.
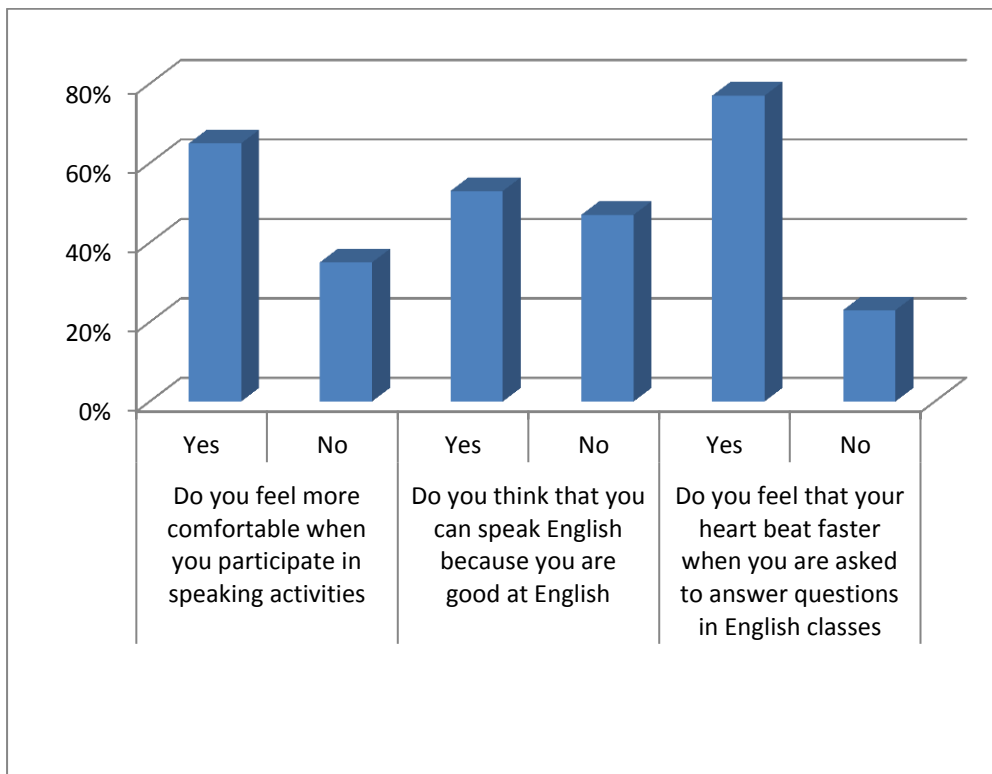
## 8. What do you think that the atmosphere in the classroom is like?

Relaxing	Motivating	Boring
41% (41)	33% (33)	26% (26)
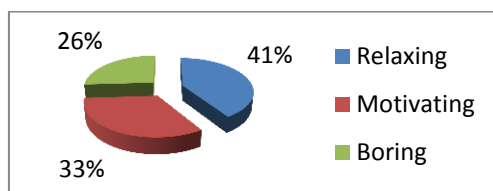
This table shows that 41% of the students find the atmosphere in oral exercises as to be more relaxing. However, 26% of the students feel boring. This may due to lack of interesting or the method followed by teachers.

9. How much do you feel you are motivated to speak in English?

Very much	Little	Not at all
34% (34)	60% (60)	6% (6)
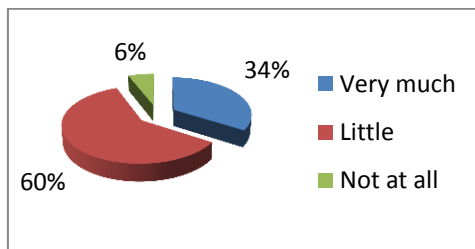
The table above reveals that 60% of the students appear to be less motivated to express themselves orally in the classroom, while 34% of the learners feel strongly motivated. Generally, it can be concluded that learners are ranging from one to another in their motivation in lessons.

10. I am ashamed to raise my hand in English class if I know an answer.

Agree	Disagree
42% (42)	58% (58)

The results above show that 58% of students do not keep silent inside the class when they have the answer, while 42% of them agree that they keep silent even if they know the answer. This may in so many times due to students' shyness in front of the whole class.

11. Some students are unable to choose the right words for communication.

Agree	Disagree
60% (60)	40% (40)

This table explains that 60 percent of students cannot choose the correct words when they are communicating. It means that they do not have a lot of English knowledge and vocabulary; whereas, 40 percent of them are able to choose the right words for communication.

12. Overcrowded classes create speaking difficulties in practicing speaking.

Agree	Disagree
75% (75)	25% (25)
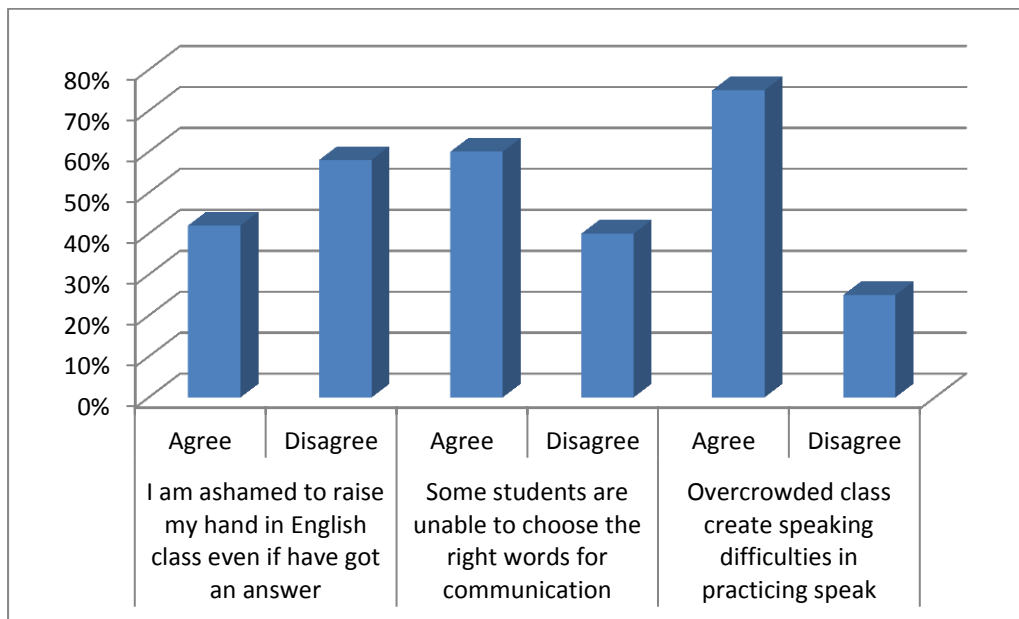
The table above shows that 75% of the students have difficulties when they speak English in overcrowded classes, while 25% of them do not feel with difficulty when they speak in front of the class. This may due to fact that they have experience in practicing English language.

The different answers to this questionnaire reveal some aspects about their attitude towards the affective dominant role of the teacher in motivating and reducing learners' anxiety in order to enhance their oral performance. The answers in the tables above all indicate that the relationship between affective dominance and the level of oral achievement.

CHAPTER V
Conclusion and Recommendation

Conclusion:

Students at public secondary schools of all levels and ages face a lot of problems and challenges when they speak English language, basically, in the classroom. This research has dealt with the speaking difficulties which encounter the secondary-school students, and has tried to explain how the problems of speaking difficulties can be solved. The results of this study included many problems such as: (1) many students have lack in vocabulary and difficulty to communicate with others effectively and fluently; (2) some

teachers do not encourage their students to practise the target language inside the classroom; (3) there is no specific strategy of teaching English language which may help learners to use the target language properly. The results show that the most important factors which have a negative effect on students' performance are: (1) the lack of environment support to the students to speak English frequently; (2) lack of practice and devised activities which enhance learners to use the target language in the classroom either as student-student, teacher-student, or student-teacher interaction; and (3) overcrowded classrooms which in result lead to unsatisfied and poor products and consequently will impact the whole educational processes.

Recommendations:

This study suggests that secondary schools should be provided with convenient teaching aids in order to introduce classroom activities in good and appropriate weather. In addition, text-books should be well-prepared to motivate and encourage students to speak the language. Learners should be given enough time as to practise and use the target language mainly in lessons focusing on the speaking skills. The present study has come up with following suggestions that may help in guiding English teachers to overcome the problems that teachers and learners face at second year classes in secondary schools in Misurata.

1. They should select the appropriate teaching methods to keep their students involved and motivated.
2. They should enhance the students' self-confidence.
3. They can set good examples to the students to raise their motivation to learn English language.
4. Teachers should focus more on speaking lessons in the class in order to practise language and to be active during classes.
5. Teachers should give students chance to practise speaking fluently and unconsciously.
6. Teachers should move around the classroom and help the students during their work in groups, pairs or individually.

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