

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**



ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH

Sinh viên: Nguyễn Ngọc Diệp

Giảng viên hướng dẫn: ThS. Nguyễn Thị Huyền

HẢI PHÒNG – 2018

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

**A STUDY ON HOW TO IMPROVE ENGLISH SPEAKING
SKILL FOR RURAL HIGHSCHOOLERS IN HAI PHONG**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH**

**Sinh viên: Nguyễn Ngọc Diệp
Giảng viên hướng dẫn: ThS. Nguyễn Thị Huyền**

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: A study on how to improve english speaking skill for rural
highschoolers in Hai Phong

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp (về lý luận, thực tiễn, các số liệu cần tính toán và các bản vẽ).

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2. Các số liệu cần thiết để thiết kế, tính toán.

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3. Địa điểm thực tập tốt nghiệp.

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Người hướng dẫn thứ nhất:

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

Nội dung hướng dẫn:.....

Người hướng dẫn thứ hai:

Họ và tên:.....

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Nội dung hướng dẫn:.....

Đề tài tốt nghiệp được giao ngày tháng năm

Yêu cầu phải hoàn thành xong trước ngày tháng năm

Đã nhận nhiệm vụ ĐTTN

Đã giao nhiệm vụ ĐTTN

Sinh viên

Người hướng dẫn

Hải Phòng, ngày tháng.....năm 2018

Hiệu trưởng

GS.TS.NGƯT *Trần Hữu Nghị*

PHẦN NHẬN XÉT CỦA CÁN BỘ HƯỚNG DẪN

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp:

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2. Đánh giá chất lượng của khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...):

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3. Cho điểm của cán bộ hướng dẫn (ghi bằng cả số và chữ):

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Hải Phòng, ngày ... tháng ... năm

Cán bộ hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

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Nội dung hướng dẫn:

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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ

Không được bảo vệ

Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chăm phản biện

Được bảo vệ

Không được bảo vệ

Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viên chăm phản biện

(Ký và ghi rõ họ tên)

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ACKNOWLEDGEMENTS

For the completion of this thesis, I have received great assistance and support from many people without whom the work could not have been fulfilled. First and foremost, I would like to express my sincere thanks to Mrs. Nguyen Thi Huyen, M.A, my supervisor. This thesis could have probably not completed without her patient, enthusiastic and instructive supervision and encouragement. I also would like to show my profound gratitude to all the lecturers at Haiphong Private University, especially the lecturers in the Foreign Languages Department for tirelessly devoting time and efforts to enrich, broaden and deepen my knowledge over the past four years.

My special thanks go as well as to Vinh Bao high school for giving me the opportunity and permission to implement this report. I am particularly grateful to 82 highschoolers in Vinh Bao high school who helps me a lot in completing the survey so that I can get the data for my research. I cannot help fully expressing my gratitude to all people that directly and indirectly support me to accomplish my thesis in time. My thesis may still have many shortcomings. Last but not least, I owe a debt of gratitude to my beloved family, for their whole-hearted encouragement and endless support.

ABSTRACT

The purpose of learning any language is to communicate effectively and no communication is possible if one doesn't get a chance to communicate. It is natural that the demand for communication is high in this ever-changing world. Language plays a crucial role in communication and English is no doubt the foremost and most important tool of communication all over the world.

Students in Haiphong city are exposed to their language right from their primary level. English is widely taught in Haiphong and there is a great difference between the city- bred children and the rural one in adapting to English language. The urban children are exposed to a lot of methods of learning English with ample facilities and special training in schools to improve their Listening, Speaking, Reading and Writing skills which are the basic skills for learning any language whereas rural students have only limited exposure to learn English.

In recent years, a raising problem encountered by high school students in general and rural ones in particular is extremely bad speaking skill. This leads to a serious subsequence is that quality of students is low as well as learning and teaching have to face to many difficulties due to the reason that speaking skill is an essential instrument when learning communication in any another language. The problems were related to speaking materials, students' physical limits, and supporting equipment. This paper deals with the effective methods which can be employed in teaching English to the rural students for their enhancement.

STATEMENT OF AUTHORSHIP

Title: *A study on how to improve English speaking skill for rural highschoolers in Haiphong city.*

I certify that no part of this research has been copied or reproduced from any other person's work without acknowledgements and that the report is originally written by me under strict guidance from my supervisor.

Dated submitted:

Student: Nguyen Ngoc Diep

Supervisor: M. A. Nguyen Thi Huyen

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LIST OF ABBREVIATION

1. *HPU – Haiphong Private University*
2. *HP– Haiphong city*

CHAPTER 1: INTRODUCTION

1.1 Rationale

It could not be denied that English language in the whole world has become more and more important. English even becomes the international language, is used in many countries in a popular way and is the mother tongue of many countries over the world. In fact, English is the native language of more than 350 million people and it is spoken more than any other languages. It is the international language of different fields such as business, politics, science, technology, banking, tourism and others. Therefore, the demand for learning English is very great. In Vietnam as well as in other countries, there is a greater and greater need to learn English, from young to old, and from male to female alike. English gradually plays a vital role in Vietnam nowadays. Therefore, it is being taught at every educational level and it has become a compulsory subject in most schools. It is expected that learners must master four language skills: writing, reading, speaking, and listening skill. Of those skills, speaking is considered one of the most important skills but in language teaching, “Getting students to talk is the major and one of the most difficult tasks confronting any teacher” (Chris Candlin ,1990). Speaking also plays a crucial role in daily life. People speak for different purposes such as communication, academic purposes or send necessary information. As for English learning, speaking is of paramount importance since it provides the language output (Rost, 1994). Without creating output appropriately, learning simply cannot get any improvement. Apart from listening skill, speaking is a key skill used in communication. Speaking skill is very important because unless you are able to talk, people cannot understand what you mean, so you do not know how to connect to others. This means that only when you can speak, people can understand. Therefore, without creating spoken output, no communication can be achieved (Cross, 1998).

Mentioning about learning English, almost Vietnamese people just focus on grammar and vocabulary without realizing the importance of speaking skill in the future. This is also true with the rural highschoolers in HP. They had a chance to access to English when they was in primary schools, but generally, the sad fact is that their speaking skill is the weakest one. Thus, the researcher

decided to choose speaking skill as the research topic to find out the solutions to improve such problem.

1.2 Research presupposition

Several principle questions are raised as follows:

- 1) What problems of speaking skill are most often encountered by the rural high school students in HP?
- 2) What are the possible causes of difficulties in acquiring speaking skill?
- 3) What techniques should students apply in improving the effectiveness of learning speaking skill?

1.3 Research objectives

The study is aimed at the following goals:

- 1) To find out the most common difficulties in learning speaking encountered by the rural highschoolers in HP.
- 2) To identify the causes of the problems of speaking faced by the rural highschoolers in HP
- 3) To find out and give some solutions to minimize the difficulties and improve efficiency in speaking skill

1.4 Research scope

Within this study, the researcher only focuses on the rural highschoolers in HP to investigate the troubles that students at this class usually encounter and then give some proposals to overcome discovered difficulties and to improve students speaking ability. The population involved in the study is the rural highschoolers in HP.

1.5 Research tasks

The study involves fulfilling the following tasks:

- 1) To study the definition, types of speaking, process of speaking, factors making speaking difficult.

2) To investigate the most common difficulties in speaking encountered by the rural high school students and causes of it.

3) Based on the major findings, possible suggestions to the problems are proposed to minimize the difficulties and enhance effectiveness in speaking.

1.6 Research method

1.6.1 Data collection

I have already collected and read documents from book in library and previous papers in the internet to complete this study. Moreover, some of documents which my supervisor introduced and provided are greatly useful for my research.

1.6.2 Survey questionnaires

In terms of the methods, the questionnaire is designed as a mean for researcher to collect data. Questionnaires are more convenient, take less time, cheap and easy for students to answer. Moreover, questionnaires are considered more reliable way since they are anonymous and this encourages greater honesty. Questionnaires included closed and open-ended questions. The questionnaire is given to students in HP high schools with the hope to find out their attitudes towards their speaking skill and their difficulties in speaking English as well as their expectations to their teachers. As they are in high school, they often experience such problems. It is stage that students should be equipped with variety of techniques right from their early speaking. With appropriate strategies, they will have built up their speaking skill by the time.

After gathering all the results of questionnaire with answers, the method of analyzing data is applied. Basing on the statistic numbers, I analyze and find out the situation, difficulties and then causes in order to suggest reasonable and effective solutions for the problem.

1.7 Significance of the study

In any cases, difficulties in learning another language, particular in English as a foreign language, are sometimes predictable and sometimes

unpredictable. It is, therefore, essential for teachers to have better treatment to face to difficulties. After the research, it is hoped that the result will be useful:

1) For learners of English, the result of this study helps to work out the common problems faced by high school students and to provide some solutions to get over these difficulties and improve their speaking skill - one of the most difficult skills.

2) For teachers of English, the findings of this study will give valuable and useful information on problems and proposals to the problems so that they can have effective methods of teaching speaking. This study is also beneficial to anyone who is interested in speaking.

1.8 Design of the research work

The research work has three main parts, namely: Introduction, Development and Conclusion. The part “Development” consists three chapters.

Chapter 1 is entitled “Theoretical basis of the study”. It includes 4 sections. The section one is about definition of speaking, the next section argued about the significance of speaking, then the section 3 is talked about the types of speaking and the last one is about factors make speaking difficult and it is also the most important part of this chapter.

Chapter 2 is named “An investigation into the rural high schoolers’ difficulties in speaking”. It has three sections. Section one is devoted to the survey which focuses on the methods used to gather and analyze data and describes the current situation of students at HP. The second section presents data analysis based on the collected results of the survey. The last section makes discussion of some common problems faced by students and possible causes of these problems.

Chapter 3 is entitled: “Recommendations to improve speaking skill of students”. It provides some recommendations for improvement of speaking skill.

In the next chapter about the theoretical basic of the study, the researcher will provide the foundation of knowledge about speaking skill so that the readers have an overview of the topic of the study.

CHAPTER 2: THEORETICAL BASIS OF THE STUDY

2.1 Definition of speaking

There have been different definitions of the term “speaking”. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007:237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In their discussion on the nature of spoken language, Brown and Yule in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule in Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan, (1989: 32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly

- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly. Brown (2001: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore, he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face-to-face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body languages, and other non-verbal cues along with verbal language to convey meanings.
16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

2.2 Differences between spoken and written language

We describe the four traditional skills of language use (speaking, listening, reading, and writing) in terms of their direction and modality. Language generated by the learner (in speech or writing) is productive, and language directed at the learner (in reading or

listening) is receptive. Modality refers to the medium of the message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. It is “often spontaneous, open-ended, and evolving”, but it is not completely unpredictable.

Spoken language and written language differ in many important ways. Spoken language is received auditorially, whereas written language is received visually. As a result, the spoken message is temporary and its reception by the learner is usually immediate. Meaning in spoken language is conveyed in part through phonemes (including rhythm, stress, and intonation) whereas punctuation marks and type fonts convey such information in writing. For second language learners, speaking English can be particularly difficult because, unlike reading or writing, speaking happens in “real time.” Spoken English “is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about one’s own contribution, producing its effect, and so on”.

Finally, because spoken communication occurs in real time, the opportunities to plan and edit output are limited. We cannot edit and revise what we wish to say, as we usually can in writing. Being able to speak English clearly is important for second language learners in order to get their needs met. Thus speaking skill is very significant in language acquisition.

2.3 Significance of speaking

Speaking is the most frequently used language skill (Morley, 1999; Scarcella - Oxford, 1992). We could not negate the importance of speaking not only in classroom but also in our lives. Communication takes place where there is speech. Without speech, we cannot communicate with one another. The importance of speaking skill hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers

working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems. There are a number of barometers which can be used to gauge the importance of spoken English for the world's populace.

2.3.1 Official language

English is the official language of no less than 49 countries. The list excludes the United Kingdom as well as the US, both of which have no recognized official language. However, a majority of the communication that takes place there is in English. Most of the countries prefer to carry on their liaison activities in English rather than any other leading languages of the world.

2.3.2 Education

The leading universities of the world are located in countries, which predominantly have spoken English as the medium of communication. Majority of the curriculum is in English, and the lectures are delivered only in English. It is of paramount importance for an expatriate to be well versed with spoken English to be able to get his education from a leading university in the world.

2.3.3 Business

English is a Lingua Franca in the business world. When businessmen or delegations assemble from more than two countries, it is expected that English would be the language of communication there. English has the widest span among all the well-known languages of the world. It is helpful to be adept at spoken English when the persons at a meeting or conference do not have a common language.

2.3.4 Personality

Learning a language and speaking it perfectly accentuates the personality of a person. It provides an aura of confidence, and since English is one of the classiest languages, it is a good choice to learn as a primary or secondary language.

2.3.5 Travel

There are many people who like to travel around the world. It is important to know how to speak good English because it will be the most frequently spoken language that a traveler will encounter on the road. Learning the native languages of all the countries one visits would be a challenge, therefore English can help him bridge the gap.

There is no doubt about the importance English has as a language around the world. Knowing how to speak good English is an asset currently.

2.4 Types of speaking

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

2.4.1 Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2.4.2 Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

2.4.3 Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and

small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

2.4.4 Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

2.4.5 Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

2.4.6 Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.5 Factors make speaking difficult

In order to help students overcome problems in learning speaking, it is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (time pressure, planning, standard of performance and amount of support), affective factors (such as motivation, confidence and anxiety), listening ability and feedback during speaking activities.

2.5.1 Performance conditions

Students perform a speaking task under a variety of conditions. Nation & Newton (2009) believe that performance conditions can affect speaking performance. The four types of performance conditions that Nation & Newton (2009) suggest include time pressure, planning, the standard of performance and the amount of support.

2.5.2 Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990). Krashen (1982) states that a variety of affective variables has been confirmed to be related to success in second language acquisition in research over the last decade but most of those studies examined the three categories: motivation, self-confidence and anxiety.

2.5.3 Listening ability

Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation. Shumin (1997) shares the ideas of Doff (1998) by stating that when one person speaks, the other responds through attending by means of the listening process. In fact, every speaker plays the role of both a listener and a speaker. Therefore, one is certainly unable to respond if he/ she cannot understand what is said. It means speaking is closely related to listening.

2.5.4 Topical knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks

may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. Bachman & Palmer (1996) believe that topical knowledge has effects on speaking performance.

2.5.5 Feedback during speaking activities

Most students want and expect their teachers to give them feedback on their performance. However, all speaking production should not be dealt with in the same way. Harmer (1991) asserts that the decisions that the teachers make about how to react to students' performance will depend upon the stages of the lesson, the activities, the types of mistake made and the particular student who is making that mistake. If the teachers correct whenever there is a problem, the conversational flow as well as the purpose of the speaking activity will be destroyed (Harmer, 1991). If the students are corrected all the time, they can find this very demotivating and become afraid to speak. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

2.6 Speaking problems

For Ur (1996), there are some speaking problems that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say

something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all.

Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggests some reasons why students use mother- tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother- tongue is a natural thing to do. In addition, using the first language to explain something to another if there is no encouragement from the teachers. Finally, if teachers frequently use the students' language, the students will feel comfortable to do it.

CHAPTER 3: RESEARCH METHOD

This chapter is implemented with the research method in this study. It is included research purpose, research questions, research design, research process, population and sample, research instrument, data collection as well as data analysis.

3.1 Research purpose

The overall purpose of this research is to examine the real situation and the difficulties of speaking skill encountered by rural high schoolers in HP at the same time finding the reasons and solutions for such problem. The following specific variables were identified: *The students' assessment, the students' interest, students' attitudes, difficulties in speaking, factors motivating students.*

The first purpose of the research study is to identify how often the students have problems in speaking and determine the importance of speaking skill to students. Then the difficulties of students and factors affecting their interest in speaking will be found out. Finally, The study will figure out the factors motivating students when learning speaking English.

3.2 Research questions

There are 8 following questions raised for the students:

1. How long have you been learning English?
2. Do you like English speaking lessons at class?
3. What do you think about the importance of English speaking skill?
4. How often do you have problems in your speaking skill?
5. Which of the following reasons make you difficult to learn English speaking?
6. What makes you interested in learning English speaking skill most?
7. What speaking activities do you like most?
8. What should you do before speaking?

3.3 Research design

About design of research, this study is implemented with descriptive quantitative research design. This design was used in order to gather information about rural highschoolers' problems encountered in speaking skill.

3.4 Population and sample

With the aim of completing the research, the researcher will need a group of participants called the population of the study. In this study, rural highschoolers in HP will be the population. The reason that the researcher has chosen the rural high school students, who study English to be the participants in this study, is that students will study compulsory English course in the university, and they should be trained to acquire certain speaking skills after they finish the course in high school and this is suitable for the future study.

According to Ary et al. (2010), to have a sample for research, we choose a small part or a portion of that population. Sample is always smaller than population. In period of taking sample, we select about 4 percent of the total population. Moreover, in selecting the sample, the researcher uses random method when choosing sample. Therefore, the research took 84 students at Vinh Bao high school as the sample of the research.

A large numbers of them have learnt English for 7 years (4 years at secondary school and 3 years at primary school). However, their English backgrounds are quite similar because of being influence of curriculum of English for secondary schools students in the past, students did not have many chances to practice English skills. Thus, when entering high schools, their English levels were limited and they have to face up with many difficulties in studying. They have recognized their difficulties, needs, achievement and so on related to speaking activities.

3.5 Research process

The researcher came to Vinh Bao high school in break time, so as to gain acceptance of their participation in the research. More specifically, the researcher came in touch with and asked them to participate in the research after explaining the scope of the study. In general terms the respondents were willing

to participate. The discussions took place at Vinh Bao high school and lasted approximately 20 to 25 minutes. The process was mainly kept notes, in order to help the researcher to analyze the gathered data. During the conduction of questionnaire, respondents were free to express their views even in topics which were included in the discussed areas. Finally, it should be noted that the conversations flowed smoothly and pleasantly.

3.6. Data collection instruments.

3.6.1. The survey questionnaire.

The questionnaires were designed for students in the way that the researcher finds them easy to summarize and analyze the collected data. Questionnaires for students consist of 9 questions which are specified in the three research questions. Therefore, the survey questionnaire for students was delivered to 84 students in Vinh Bao high school to find information for the three research questions. Among the 9 questions, the first part are designed for collecting general information of students, questions of part II aim at finding out the students' attitudes towards speaking English ; questions from part III mainly seek for the current techniques of learning in speaking English sentences for rural highschoolers in HP.

To guarantee the reliability and the validity of the samples, the questionnaires for learners were directly distributed for learners during their break time in the class and collected right away. That meant these learners could pay most attention to answer the questions related to what they had just experienced. Before asking the learners to do the survey questionnaire, the researcher briefly stated the purpose and significance of the study and clarified any misunderstanding about the survey questions. Beside the written instructions on the handout, oral the instructions and explanations in Vietnamese were presented to avoid any ambiguity. In the end, there were 84 students participating in giving responses to the survey questionnaire.

3.7 Data collection

This section explains all of processes that are related to get information to find out the solutions for the statement problems. The steps of collecting the data in this study are as follows:

- Explaining about the questionnaires to the students. The researcher explains the items clearly to avoid misunderstanding.
- Giving instruction to the students to fill out the questionnaires.
- Collecting the students' questionnaires.

3.8 Data analysis

The next step after the researcher collects the data is analyzing the data. There are some steps in analyzing the data. They are presented as follows:

- Reading and identifying the questionnaires that had been answered.
- Classifying the result of the questions
- Composing tables to classify students' problems and strategies used based on the questionnaires.
- Calculating the result taken from the students' answer based on the tables.
- Going to conclusion based on the data analysis.

3.9 Research Limitations

As it is for every study, this dissertation had the following limitations:

- The size of the sample was relatively small - 82 participants. A bigger sample would probably enhance the reliability of the research.
- In some cases participants may refused to express their views
- Students were limited in being able to read and understand English, so the research process was sometimes made in Vietnamese.

The following chapter will present the findings and discussions for the data collection shown in the chapter 3.

CHAPTER 4: FINDINGS AND DISCUSSIONS

4.1 Findings.

4.1.1. Student's real situations of learning English speaking skill.

In the part of personal information, all of students come from rural areas. It means that many of them did not have much chance to practice English skills at secondary school and the skills that they concentrated in are reading and writing for preparing for university and graduation exams. Therefore, students recognize that they have learnt English from 5 to over 7 years, they might get very high scores in English tests but they could not communicate in English and most of them are bad at speaking skill.

4.1.1.1. The difficulties.

The 84 copies of the questionnaire delivered to the learners. The data are analyzed in this part of the study in the below tables and charts which show the responses for the questions in the questionnaires. Besides, the first question the questionnaires bring a result that according to students' opinion, speaking skill is very difficult.

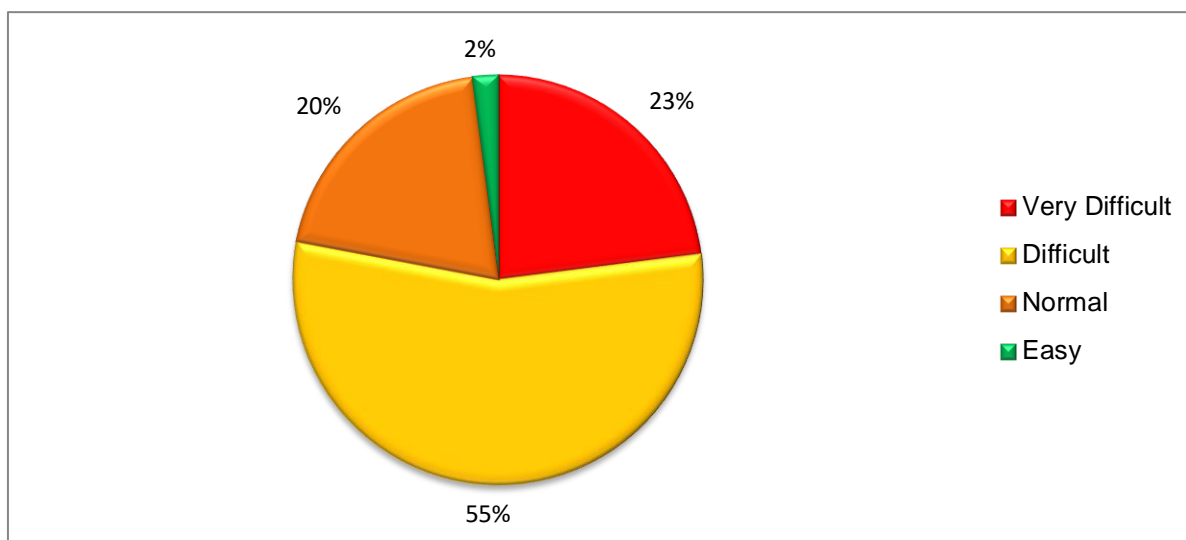


Chart 1: The students' assessment of learning the speaking skill

It can be seen obviously in the chart that the speaking is a difficult skill to learn. 55% of the learners suppose that speaking is difficult. For the students, speaking English and learning this skill is really a problem. Moreover, the number of learners who agree that learning the speaking skill is very difficult

took 23%. It is the same as the number of the learners who find learning speaking normal (20%) or easy (2%). In fact, as what can be seen by the observation, the learners who confirm that it is easy to learn the speaking skill are the best students who have condition of learning English in English Centers or from their parents. In short, the survey proved the assumption about the difficulty of speaking English and learning it.

Whether these difficulties can make the students uninterested in it or not? This matter was clarified by the next chart which showed the learners' interest in learning the speaking skill at class.

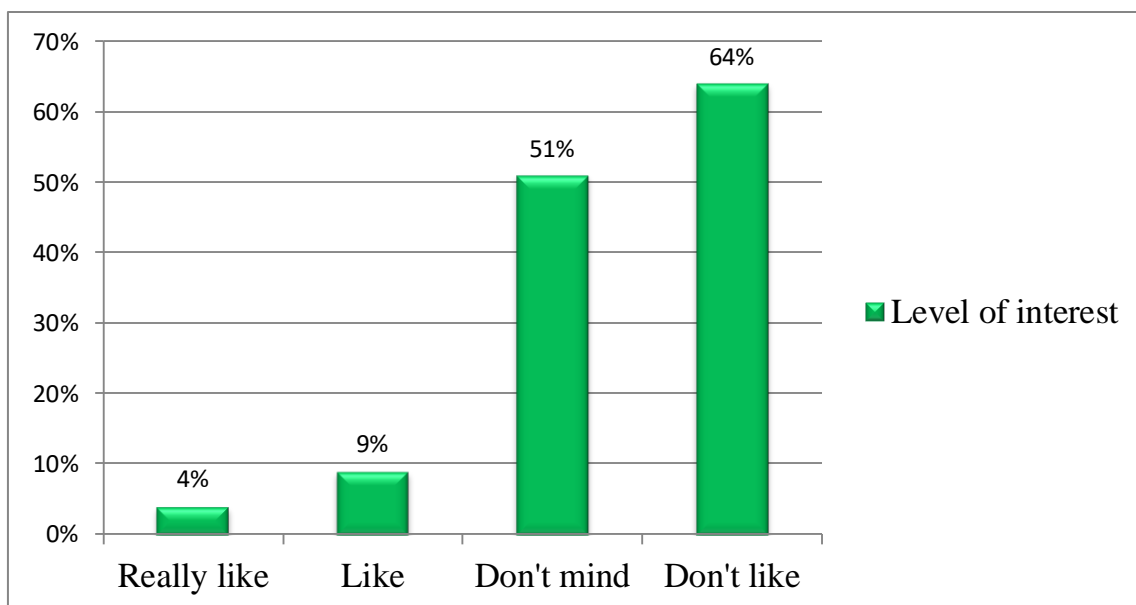


Chart 2. The students' interest in learning speaking skill

The column chart shows a surprising result which is similar to the author's subjective assumption. Normally, the difficulties bore the speakers. Due to difficulties of learning the speaking skill, only 4% of the learners like this skill very much and 9% of them like it. Speaking is as boring as many people thought. As it can be seen, in the English class, learning speaking is not interesting. 64% dislikes it. 51% of the learners do not mind learning this skill. For them, learning speaking might be neither interesting nor boring or it depends on each lesson. In conclusion, speaking English is not a favorite subject of the students and it is difficult for students.

4.1.1.2. The importance of speaking skill.

To research more clearly the opinion of teachers and students in Vinh Bao high school, the third question in the questionnaire is designed to find out their assessment on the importance of speaking.

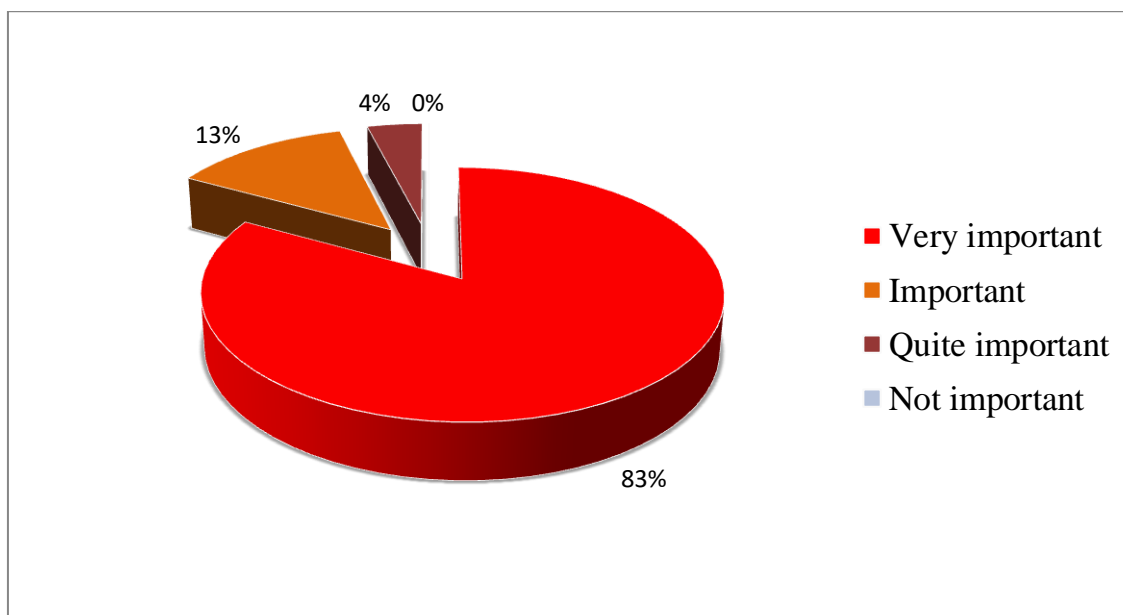


Chart 3. Students' attitudes towards the importance of English speaking skill

It can be seen clearly from the chart 3, most of the students agree that learning speaking skill is very important as well as very important is 83%. Meanwhile, there are only 4% of them reckon that it is quite important. This chart shows that most of students at Vinh Bao high school claim that English speaking skill has an important role in learning English with a lot of fields in life.

In conclusion, speaking skill is one of the most necessary skills to communicate in the real life. In learning English, it is more and more important to learn this skill.

4.1.1.3. Some elements in learning English speaking skill.

To have more details about the students' real situation in learning English speaking skill, the fourth question of the questionnaire is designed. The result is shown on the chart below.

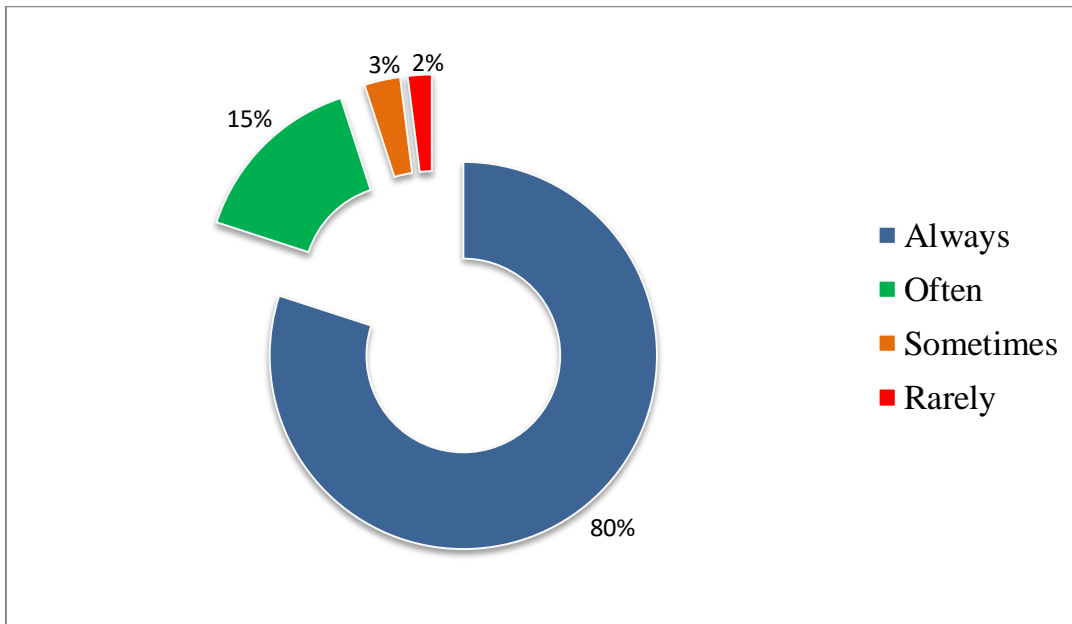


Chart 4. The frequency of students having problems in learning English speaking skill

Statistics provide in Chart 4 shows the frequency of students' having problem when learning speaking skill. According to the collected data, 15% students who are very often and 80% of them always have trouble when speaking; in addition, 3% sometimes make this and just 2% rarely. To sum up, students always have problems in speaking English and this is a thing that students need repairing.

4.1.2. Causes of difficulties in English speaking skill.

4.1.2.1. The difficulties are often encountered by students when learning English-speaking skill.

To find the techniques to improve speaking skill rural high school students in HP, the researcher wants to find out the reasons which make you difficult to learn English speaking. The fifth question in the questionnaires is designed for researching this thing. Some factors are often be encountered:

- Pronunciation
- Poor topic-related vocabulary
- Limited practice time
- Bad listening skill

Below is the chart of the difficulties in students' speaking skill.

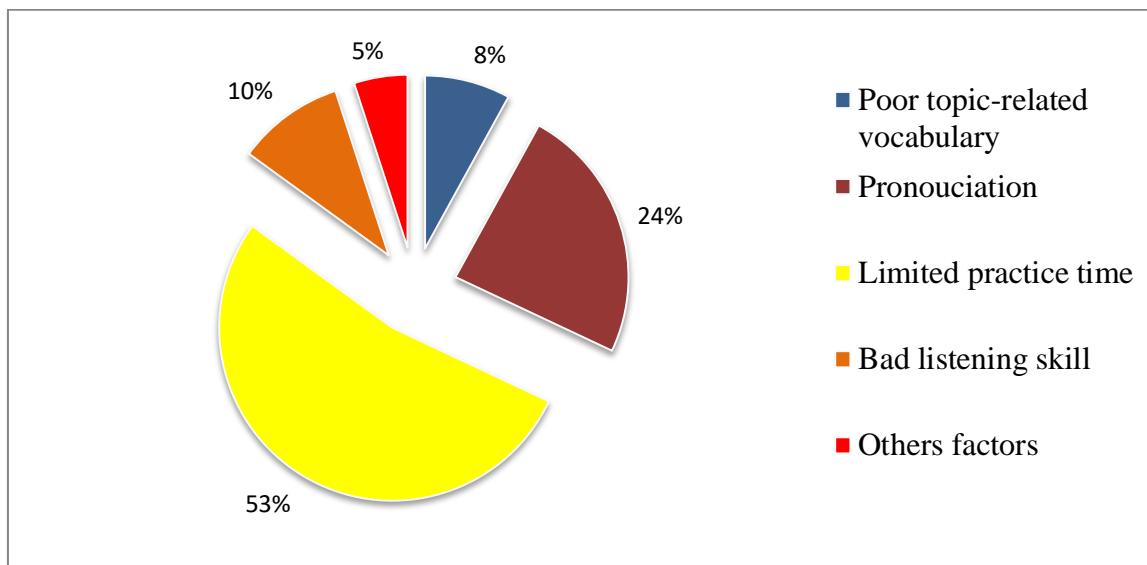


Chart 5. Difficulties in students' speaking

The chart shows that the poor topic-related vocabulary is not a big problem. Only 8% of the learners think it made them difficult to speak. There is 24% chose the factor pronunciation. The most number of the students (53%) find that the main reason for the difficulties in speaking is the limited time of practicing at class. Besides, 10% of learners think that the listening skill is very bad. Except those factors, 5% of the learners also point some other factors affecting their speaking are teaching methods, and their background knowledge.

In short, most of students agree that the difficult of students often have in English speaking skill is that they don't have much time to practice.

4.1.2.2. The factors affecting the interest in English speaking skill.

To find out the factors have influence on the interested in English speaking skill, the question 6 of questionnaire is mention about it. Four factors that influence in this skill, students give their opinion in this thing.

- Interesting topics
- Exciting activities
- Adequate and modern equipment
- Good teaching methods

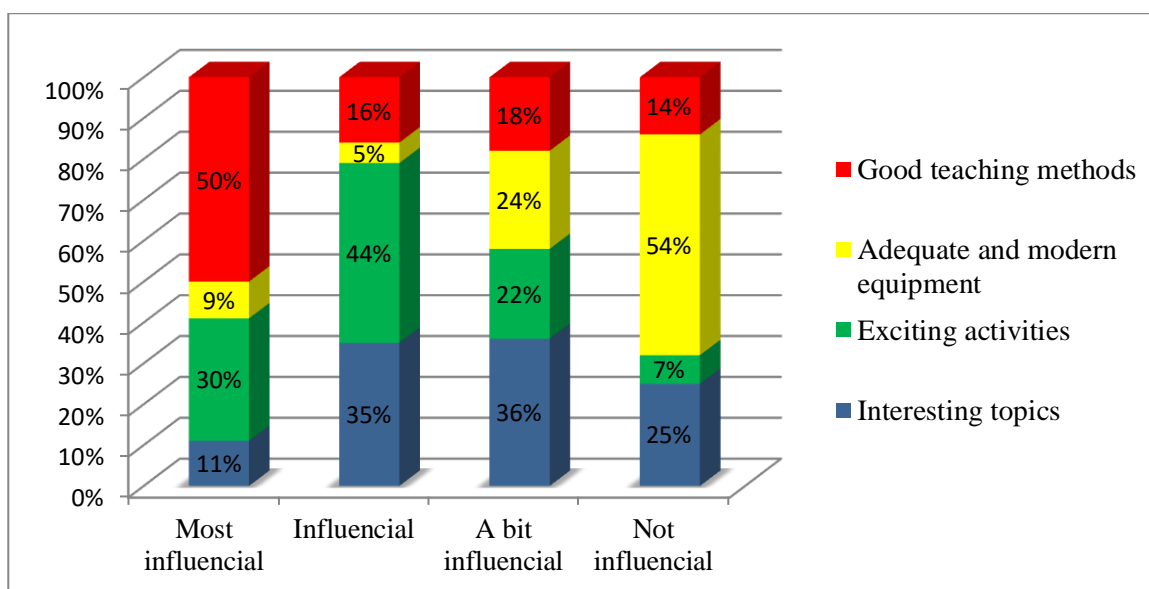


Chart 6. Factors motivating students' learning the speaking skill

It is easy to see from the above chart that the most influential factor to the students' motivation is the good teaching methods. 50% of the students affirm that. 16% of them think they are influential. So teaching method is the first element that all the teachers should notice in teaching any skills, not only for the speaking skill. The next factor that many students find interested is the speaking activities. 30% of the learners define the exciting activities motivate them a lot to learn better. Furthermore, 44% suppose that they are influential. A small number (7%) of the students think activities do not effect. In the meanwhile, 11% of the students rank the interesting speaking topics the most influential factor, and 35% agree they are influential. However, 36% insist that topics had a bit influence. Also, 25% say the topics have no effects their speaking. The least influential factor of four is the equipment. Adequate and modern equipment are assessed that it does not have any effect on the learners' learning the speaking skill by 54% of the learners. It is an amazing number due to the need of the equipment. 4.1.3. Activities for improving English speaking skill.

4.1.3.1. The activities students like most in speaking English class.

The next question in the questionnaire for students is about the activities students like most in speaking English class. There are some activities frequently occurring in speaking English class with types of exercises:

- Debate

- Role-play
- Choosing the correct answer
- Answering the comprehension questions

The collected data are shown in the below table:

Assessment	Debate	Role-play	Choosing the correct answer	Answering the comprehension questions
Most favorite	40%	19%	29%	18%
Favorite	27%	37%	31%	11%
Normal	23%	35%	30%	22%
Uninterested	10%	9%	10%	49%

Table 1. Students' opinion about the activities that they like most in speaking English class

From the table, it can be seen that the most favorite speaking activities were debate (40%) and choosing the correct answers (29%). Most students (49%) feel uninterested in answering the comprehension questions. Besides, only 18% of the learners confine comprehension questions are the most favorite activity. And only 11% of them like answering the comprehension questions. Meanwhile, role-play is supposed a normal activity. 35% of the learners think it normal and 37% of them liked it. Then, speaking activities affect the students' interest in learning this skill a lot.

According to the collected information of the interview, when asked "What kinds of activities in class do you like most?". Two students of them like playing games which relate to topic, and choose the correct answer. The other student share: "I am interested in playing games and role-play. It is a useful way to improve confidence".

In conclusion, the activities in speaking English class play an important in learning and teaching English. It will bring students and teachers much interest.

4.1.3.2. The activities students should do before and while speaking in class.

In the speaking class, how they learned this skill. There are some activities that student should do:

Before speaking, students should be pre-taught some related new words, at the same time, they have to predict the content of the topic by the activities that the teacher gives.

After speaking, students should summarize topic, which was given before, and focus on new words.

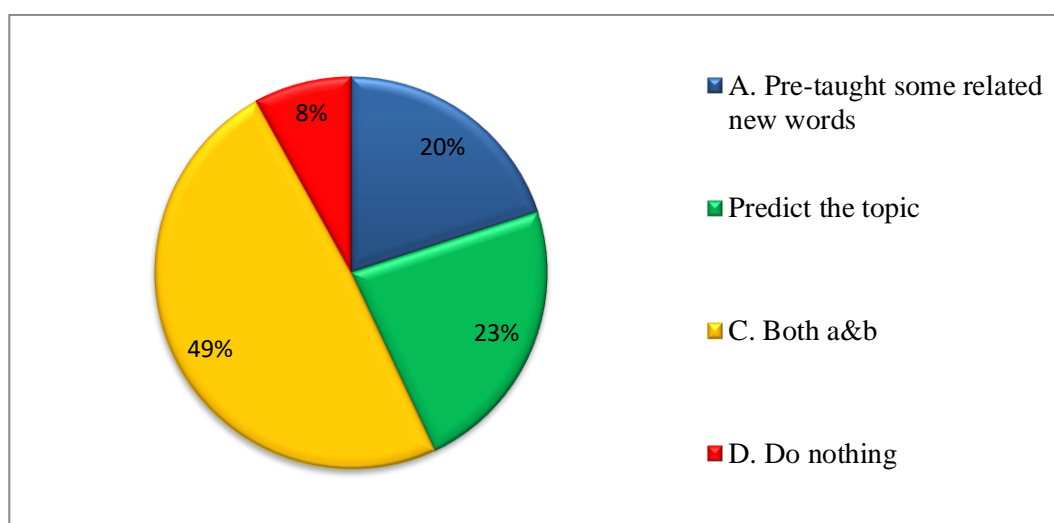


Chart 7. What students should do before speaking

The chart shows that most students (49%) in speaking classes are taught the new words relating to the topic and they often predict the contents of the topic base on the activities given by the teacher. But some of them only learn the new words (20%) and the other learners (23%) guess the content before they start speaking. Just have 8% students do not do anything. In conclusion, students should prepare things that relate to the topic before speaking.

So after speaking, what students should do? The next chart will show this question

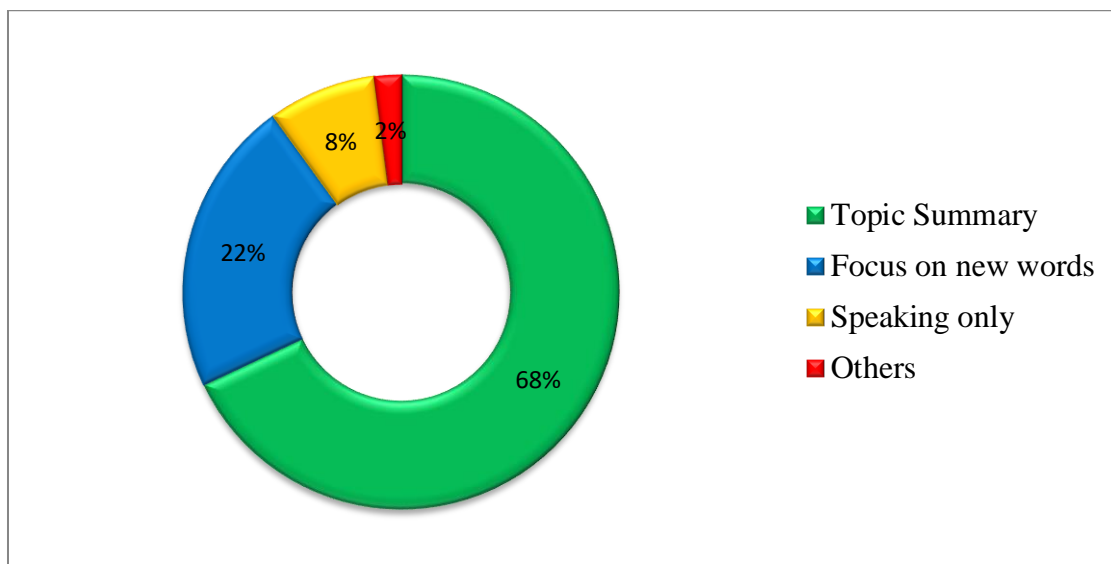


Chart 8. What students should do after speaking

The chart shows that the majority of the learners (68%) know to summarize the topics after speaking. It is a positive activity which helps students a lot in training the speaking skill both in the English class as well as other real life situations. 22% of them often try to learn the new words after finishing speaking. The other 8% of them only speak. These results reflect the method of teaching and learning the speaking skill.

In conclusion, English speaking skill is a difficult subject and what students do before and after speaking is important.

4.2. Discussion

4.2.1. Opinions of students about English speaking skill.

Generally, it is very clear from above the data analysis that both teachers and students have plenty of difficulties in teaching and learning speaking. Most of rural students in high school say that English speaking is difficult (55% of students) and very difficult (23% of students).

4.2.2. Current situation in learning English speaking skill.

According to the rural highschoolers in HP, there are some main reasons (Poor topic-related vocabulary, pronunciation, limited practice time at class and bad listening skill) affecting students a lot while they learn English speaking skill.

In addition, the most activities that students want to do in class are debate (40%) and choosing the correct answers (19%). Most of students also agree that there are some activities to improve English speaking skill, such as: before speaking, students should be pre-taught some related new words and predict the content of the topics by the activities that the teacher gives; after speaking, students should summarize about the topics and learn the new words.

In conclusion, in order to get the maximum benefits of offered technique, some recommendations are proposed to the rural highschoolers in HP.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS.

This chapter will deal with a summary of the major findings, contribution, limitations of the study and some suggestions for further studies.

5.1. Summary of the study.

To reach what the author aimed at this study, the study was divided into five chapters with their own purpose. The first chapter briefly covers the theories related to the study. The second chapter presented the theoretical basis of learning English speaking skill. The third chapter presented the research methodology of the approach to speaking in HP through the questionnaires and interview. Fourth chapter also helps the author find the answers for three research questions that stated in the introduction. The last chapter is some recommendations and suggestions to improve English speaking skill at HP.

5.2. Contribution and recommendation of the study.

5.2.1. Contribution of the study.

5.2.1.1. Contribution to the theory.

The study finds out new problems in process of speaking of speakers with English and provides additionally useful solutions for improving speaking skill.

5.2.1.2. Contribution to the practice.

The study finds out several problems occurred in the teaching and learning of speaking of highschoolers at Vinh Bao high school in HP. The problems were related to speakers' ability, speaking materials, and teaching method. Based on the data obtained, the problems and situation are analyzed and from the basis of that analysis, the study suggests some solutions for improving and developing English speaking skill of highschoolers in HP.

5.2.2. Recommendation of the study.

5.2.2.1. Suggestions for improving English speaking skill.

5.2.2.1.1 Solutions for factors relating to speakers

To facilitate speaking tasks and improve the learners' speaking skills in process of learning speaking, the learners should:

- Adopting a positive attitude;
- Being responsive;
- Using body languages while speaking;
- Practicing by listening to the songs or news;
- Reading out loud;
- Evaluating the supporting materials;
- Learning the new words every day.
- Speaking with Native Speakers.
- Practicing speaking with your friends

The students want to learn the speaking well, they themselves ought to try their best to change their bad habits of speaking and to improve their background knowledge. Today, there are many ways to learn English, to improve your speaking skill, every day you should spend 5 to 10 minutes or more to listen to short English news. It is not necessary for learners to understand every word in order to understand the information they need from the recording. Therefore, learners should learn to focus on the speakers' pronunciation. When listening, they had better not translate the listening text into the mother tongue, but try to learn the native speakers pronounce words and repeat them. Moreover, outside the speaking class, students have to practice regularly such as listening to English songs, listening in VOA, watching foreign channels (such as: HBO, CINEMAX, you can watch the American films to improve your English pronunciation) so as to get acquainted with the native accent in normal speech. In addition, they must enrich themselves with general knowledge of the English speaking countries, English language, and social and cultural knowledge.

Moreover, Students indicated that meeting and talking with English native speakers decrease the problems, 12 students out of 84 students,(14.2 %) mentioned that they have strategies to overcome the weakness through communicating with the native speakers. An example of that is as follows: Participant number ten said, "We should try to speak with native people at the least in internet programs".

5.2.2.1.2 Solution for factors relating to speaking materials

Not all the tips mentioned can be followed and not all the problems can be overcome. Certain speaking materials, for instance, is inevitable. But this does not mean that the teacher can do nothing about them. She/he can at least provide the students with suitable speaking materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective speaking strategies. Here are a few helpful ideas:

- Grade speaking materials according to the students' level, and provide authentic materials rather than idealized, filtered samples.
- Design task-oriented exercises to engage the students' interest and help them learn speaking skills subconsciously. Speaking exercises are most effective if they are constructed round tasks expressing agreement or disagreement, taking notes before speaking, and answering questions.
- Provide students with different kinds of input, such as lectures, radio news, films, announcements, everyday conversation, English songs, and so on. Select short, simple listening texts with little redundancy for lower-level students and complicated authentic materials with more redundancy for advanced learners. Provide background knowledge and linguistic knowledge, such as complex sentence structures and colloquial words and expressions, as needed.

5.2.2.2. Solution for factors relating teaching method

5.2.2.2.1 Reduce levels of difficulty

In most cases we want to challenge our learners – we want to push them to the next level and excel. We want to maintain their interest by making exercises more challenging so the learners do not grow complacent and bored. However, this should be the opposite for speaking, as students already have less confidence when it comes down to it. If the teacher reduces the levels slightly at the beginning, the students will feel less pressure and therefore they will be more motivated to speak.

5.2.2.2.2 Do not interrupt

Students, when speaking, get distracted easily, they lose their train of thought and not to mention their confidence is knocked if the teacher is constantly interrupting them. Imagine having every second word corrected for pronunciation, grammar, usage and so on – it would be more than frustrating. Instead let your learners speak freely without interruptions and if they make mistakes, note them down and address them in class later. When addressing the class with regards to spoken errors, collate the most common and important ones (not every tiny detail needs to be addressed) and give a mini workshop to the entire class and not just one student. If one student makes a mistake in speaking, the chances are that others will make the same mistakes too. At the end of the day if the students are allowed to continue speaking without being interrupted, they will not associate speaking with a negative experience.

5.2.2.2.3 Equality

It is a common thing for the teacher to split their class into small groups for speaking and communicative activities. However, teachers often make the mistake of not defining the roles and there will always be one or two students who are more vocal than the others thus the conversation or activity will be dominated by just a few people and as a result the other students will feel like they do not have a specific role, they will not feel motivated to participate - and why should they, when they have not been given a purpose? Make sure your

groups are equally divided for speaking and communicative activities so everyone can participate.

5.2.2.2.4 Follow-up with More Questions

Students will often give a short or inadequate answer because they cannot think of anything to say. They feel under pressure and it is much easier to give up and appear lazy rather than admit they cannot do it. If your students give short answers it could actually be that they have nothing else to say on the issue or they do not have the language or confidence to express themselves for longer periods of time. Students hate it when teachers prompt them by giving one or two words at the beginning of the answer – it makes them feel like they are children. Instead help your learners by asking them relevant follow-up questions to what they have already said.

5.2.2.2.5 Time Factor

We need to take into consideration how long it takes to think of something in another language, process it and verbalize it – when learning new languages, the words will never just flow out of their mouths. Mistakes will be made and confidence will be low therefore it is absolutely essential for teachers to remember that learning a new language is a developmental process. There are so many different factors involved when it comes to acquiring a new language and things of course, need to be put into perspective. Sadly, the teacher sometimes lacks patience. Do not just jump in and finish the sentence for them and do not immediately redirect the question to another student – through this you will just give them more inhibitions and insecurities when it comes to speaking English. Time is what they need and tell them this. Use the phrases “take your time” or “I’ll give you a moment to think about it.” Such phrases will take the pressure off and they will be able to think more clearly.

To conclude, speaking is the most difficult skill to master and many teachers are under false impressions when it comes to speaking in the classroom. It is believed that simply by observing and listening to their teacher the students will be able to speak – this could not be further from the

truth. Speaking takes more practice and it does require a lot more confidence as it involves real-time comprehension and reaction. A lot of time needs to be spent on speaking and when working with lower levels or shier students more patience is needed to give them that little positive push in the right direction.

For students, to develop the speaking skill for the long term, students also should practice daily for short memory by listening short news or dialogues then take notes and repeat content of the passage to improve their pronunciation. Additionally, learning for new words, more and more, doing many exercises for improving grammar. Reading more and more documents or watching videos on social network to know more and have knowledge of culture of the local.

For speaking materials, this is dependent on mainly teachers,, designing task-oriented exercises, or providing students with different kinds of output, etc. All are useful ideas for improving speaking efficiency of the students.

5.3. Limitation of the study.

Although the study has certain strong points such as collection methods, survey questionnaires for students, due to limited time, lack of sources, the researcher's ability and other unexpected factors, it is obvious that the study has got a number of short-comings.

First of all, due to the limited of time, experience to some extent, the researcher could not conduct other methods such as classroom observation which can make the obtained results more reliable.

Secondly, due to the limitation of scope of the study, the researcher only focus on the highschoolers at Vinh Bao high school which account for a small number of students in HP. Therefore, the result of the study can't be generalized. Besides, the researcher could not cover all the aspects of difficulties.

In addition, the techniques suggested in this research are selected from different reliable but limited sources.

In spite of the mentioned limitations, I hope that this exploratory research will contribute to the better situation of teaching and learning English speaking skill in HP.

5.4. Suggestions for the further study.

Because of the limitation, this study could not cover all of aspects of the study. Besides, the study only focuses on difficulties for highschoolers in HP in order to help them improve their speaking skill. Moreover, for the further studies, to get better results, the researcher should invite more participants and the data collection method. Together with using survey questionnaires and interviews, observation is also necessary to get more persuasive conclusions.

All in all, despite the study can avoid to the limitation, the research has been completed under the guiding of the supervisor and self-effort. Any comments and criticism will be highly appreciated for better further study.

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APPENDIX

SURVEY QUESTIONNAIRES FOR STUDENTS

This survey questionnaire is designed for my graduation paper namely: “Study on how to improve English speaking skill for rural highschoolers in HP” in completing these questions, please choose the answer by circling the letter next to your choice, ticking off the items in a checklist or expressing your idea in the blanks. All your personal information as well as your answers will be kept confident and not be used for the other purposes.

Thanks for your help!

Personal information:

1. Your gender: A. Male B. Female

2. How old are you?

3. How long have you been learning English?

A. About 5 years B. About 6 years C. About 7 years D. Over 7 years

I. Your opinion on studying speaking skill

4. In your opinion, English speaking skill is.....

A. Very difficult B. Difficult C. Quite difficult D. Not difficult E. Others

5. Do you like English speaking lessons at class?

A. I like very much B. I like C. I don't mind D. I don't like

6. What do you think about the importance of English speaking skill?

A. Very important B. Important C. Quite important D. Not important E. Others

7. How often do you have problems in your speaking skill?

A. Always B. Often C. Sometimes D. Rarely E. Others

II. The causes affecting to English speaking skill

8. Which of the following reasons make you difficult to learn English speaking?

- A. Bad listening skill
- B. Pronunciation
- C. Limited practice time at class
- D. Poor topic-related vocabulary
- E. Others

9. What makes you interested in learning English speaking skill most?

Items	Most influential	Influential	A bit influential	Not influential
A. Interesting topic				
B. Exciting activities				
C. Adequate modern equipment				
D. Good teaching methods				

III. Activities for improving English speaking skill

10. What speaking activities do you like most?

- A. Debate
- B. Role-play
- C. Choose the correct answers
- D. Answer comprehension questions
- E. Others

11. What should you do before speaking? (more than one choice)

- A. Should be pre-taught some related new words
- B. Predict the topic
- C. Do nothing
- D. Others

12. After speaking, you should:

- A. Summarize topic
- B. Focus on the new words
- C. Only speak
- D. Others

Thank you very much for your cooperation!