

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**



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KHÓA LUẬN TỐT NGHIỆP

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**MINISTRY OF EDUCATION AND TRAINING
HAI PHONG UNIVERSITY OF MANAGEMENT AND TECHNOLOGY**

**FACTORS EFFECTING ENGLISH SPEAKING SKILL BY
FIRST – YEAR ENGLISH MAJORS AT HAI PHONG
UNIVERSITY OF MANAGEMENT AND TECHNOLOGY**

GRADUATION PAPER

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Class : NA1804
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HAI PHONG 10 - 2020

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: Factors effecting English speaking skill by first-year English majors at HaiPhong university of management and technology

NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Đặng Thị Vân

Học hàm, học vị : Thạc sĩ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn : Factors effecting English speaking skill by first-year English majors at HaiPhong university of management and technology

Đề tài tốt nghiệp được giao ngày ... tháng ... năm 2020

Yêu cầu phải hoàn thành xong trước ngày ... tháng ... năm 2020

Đã nhận nhiệm vụ ĐTTN

Sinh viên

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Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Đặng Thị Vân

Hải Phòng, ngày tháng 10 năm 2020

TRƯỞNG KHOA

TRẦN THỊ NGỌC LIÊN

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

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

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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 CHẤM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

QC20-B19

Giảng viên chấm phản biện
(Ký và ghi rõ họ tên)

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LIST OF ABBREVIATIONS

EFL	English foreign language
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CHAPTER I : INTRODUCTION

1.1. Rationale of the study

As we may know the core aims of English as a subject is to help the students to form and develop their communication skills through learning four skills: listening, speaking, reading, writing and language skills such as phonic, vocabulary and grammar. In the process of learning EFL in Vietnam in general, and at HaiPhong university of management and technology in particular, speaking has always been paid a great deal of attention from both teachers and students.

Nowadays, English is considered as an international language all over the world. It has become the common language used in business, technology, and education throughout many parts of the world. Therefore, English is very important for students in every country. With the rapid international integration in Vietnam, it is necessary for future labors to know and acquire good English ability. So, the ones who achieve great English competence will have more chances to get better jobs with high salary in the future. Hence, students should concentrate on their English learning to improve it and balance their four English skills. Firstly, the learners should sharpen their listening skills, which will build the basic foundation to develop their speaking skills. After that is to be improved reading skills. The last , it is writing skill. From this point of view, it can be said that speaking is such an important skill in learning English. Ur (1996, as cited in Bhattacharya, 2017) states that people who know one language are referred to the good speakers of this language. As a result, the English learners' capacity of speaking English is becoming increasingly more important. Gilakjani (2012) claims that "it is vital that speakers of English, whether they are native or non-native speakers, are able to exchange meanings effectively".

However, out of the four language skills, speaking is considered as the most important but difficult aspect to master. According to Fitriani et al. (2015) and Leong et al. (2017), the success of learning a foreign language is accounted by the level of learners' speaking skills. Ur (1996) defines that "individuals who learn a

language are referred to as the speakers of that language”. Nevertheless, students find it hard to express their ideas in spoken ways. Generally, language learners often encounter a lot of problems when speaking a foreign language.

The success of oral communication can be affected by the speakers’ emotional states. The communication will be clearer when the students are more confident to speak, and vice versa when they are nervous and worry, it is hard for them to make

1.2. Aims of the study

The study aims to explore the difficulties that the students at HaiPhong university of management and technology have encountered when practicing English speaking skills and factors that cause these difficulties. Besides, it also seeks to find out the suggested solutions to improve the students’ speaking skills.

In the light of that general aim, some specific objectives are drawn up to outline the actual directions of the study as follows:

- 1) To find out the real factors that cause speaking problems of the students
- 2) To give out some effective suggestions to improve the learners’ speaking skills

1.3. Scope of the study

So as to improve speaking skill for first-year English majors . The study is carried out at Hai Phong university of management and technology . Within the scope of the study,it only concentrates on revealing factors affecting students’ speaking skills and then suggesting some effective solutions to improve English speaking teaching and learning for the students.

1.4. Significance of the study

Speaking skills are considered as the most important aspect of language learning because when talking about language learners, it is often referred to the speakers of that language (Ur, 1996). Furthermore, speaking skills play such a very important role in human’s life. Through speaking, people can communicate their thought, their feelings and so on to each other. Richards (2008) explains that:

“when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others”. Speaking competence hence is excessive for the learners of any language. Although there have been a number of studies about the factors affecting students’ oral performance in the world, there is few research in the field of studying features impacting on speaking skills of grade 10th students in Vietnam, especially at HaiPhong university of management and technology . Therefore, this study, to the researcher’s knowledge, is very unique and new, at least for EFL learners at HaiPhong university of management and technology . As the study is completed, it is expected to find out the most dominant factors that affect the English learners’ speaking skills. After figuring out the main factors causing students’ speaking problems, it is also desired to discover the possible solutions that language learners can implement to improve their speaking skills and English teachers can apply to improve their teaching.

1.5. Design of the study

The study and findings are intended to be shown and discussed in the following chapters:

Chapter I : Introduction, which provide a broad view of the whole research by presenting the current problems, mentioning aims and objectives of the study, and indicating the significance as well as the scope of the study.

Chapter II : Literature Review, which is supposed to provide theoretical background on the factors affecting learners’ speaking skills and review the previous literature relating to the topic.

Chapter III : Methodology, which informs readers of the participants,

CHAPTER II : LITERATURE REVIEW

2.1. Definitions of speaking skills

2.1.1. The definitions of speaking skills

The words “speaking skills” is used to refer to the ability of using language verbally to transmit information from one person or group to another effectively in social situations. In EFL class, speaking skills refer to students’ ability to speak in English.

“Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances”

(Torky, 2006:33)

According to Javed Iqbal (2012) defines speaking skill as the oral mode which is more difficult and complex than three other language skills (Listening, Reading, and Writing). He emphasizes that speaking is not mere producing sounds of the words, but combining them to make meaningful messages.

Many other researchers as reviewed by Abd (2016), state that speaking is two-way process. In other words, it is the collaboration between two or more people in the shared context, and in the shared time.

According to Nunan (1995), speaking skill is to pronounce the word orally, to communicate and interact with other people with spoken language, in order to accomplish multiple of communicative purposes like to make a speech or to make a request.

Many other researchers (as reviewed by Leong et al., 2017), including Howarth (2001), and Abd (2016), state that speaking is two-way process. In other words, it is the collaboration between two or more people in the shared context, and in the shared time.

Bygate (1987) mention that speaking skills is closely linked to speaking skills. Bygate (1987) states that speaking is the result of listening process, and it is performed to respond to what the people hear. Meanwhile, a famous person

discusses that speaking skill is produced by listening skills, and it is developed at the child age.

By carefully reviewing the available literature, Fitriani et al (2015) conclude that the success of speaking skills depends a lot on the students' skills in conversation, and it is assessed through their ability to make a conversation in learned language.

All in all, speaking skills can be understood as the verbal language putting the words together, and following the structured rules of that language to make meaningful messages. It is used to transfer and express the ideas and thought of the speakers to the listeners. Speaking and listening cannot be separated but connected intimately to each other. When it is referred as the students' speaking skills, it describes the ability of using the language in oral mode to fulfill the communicative purposes.

2.1.2. The importance of speaking skills

Speaking skills play such a very important role in human's life. Through speaking, people can communicate their thought, their feelings and so on to each other.

Richards (2008) explains that: "when people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others". This supports the idea that achieving good oral communicative ability is a main aspect of human to be connected to each other. As language is a means of communication, there is no point if someone learns a language but cannot communicate in that language verbally.

Guide (1993)As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words they genuinely want to communicate something to achieve particular end.

2.2. Speaking problems

Speaking other language like English rather than the mother tongue is a challenge for the learners, because speaking English well requires them to master

not only the grammatical structures but also the use of English in different communicative situations (Fitriani et al, 2015). Becoming a good English speaker is not easy. As mentioned before, to achieve great English oral competence, the learners need to use the appropriate language for themselves, for the audience, and for the contexts.

Fitriani et al. (2015) define speaking problems is the things that put someone off speaking or it “makes someone lack of speaking ability”.

According to Leong et al. (2017), speaking problems include inhibition, lack of topical knowledge, low participation, and mother tongue use. Along the same lines, Heriansyah (2012) points out that there were twelve kinds of difficulties that the students have come across when learning speaking English, and they were divided into two main kinds of problems, called linguistic problems and non-linguistic problems. The linguistic problems are lack of vocabulary, lack of grammar knowledge, and poor pronunciation . Otherwise, the non-linguistic problems are much more; they are not being brave to speak, not being confident to speak, being afraid of speaking, being afraid of making errors, being afraid of being mocked by friends, being nervous to speak, not used to talking in class, difficult to express words or sentences, and confused how to use appropriate words. That is to say, the linguistic problems are the things related to the language itself such as vocabulary, grammar and pronunciation. On the other hand, the non-linguistic problems are the difficulties related to the emotional states of the speakers.

2.3. Types of speaking

- Interactive
- Partially interactive
- Non-interactive

I will give examples to show the differences between them

INTERACTIVE	PARTIALLY INTERACTIVE	NON-INTERACTIVE
<ul style="list-style-type: none"> - face-to-face conversation - telephone calls - we are alternately listening and speaking - chance to ask for clarification, repetition or slower speech from our conversation partner 	<ul style="list-style-type: none"> - giving a speech to a live audience, where the convention is that the audience does not speak - the speaker checks comprehension from the audience's faces 	<ul style="list-style-type: none"> - when recording the speech for a radio broadcast - performing in a play - reciting the poem - singing

2.4. Difficulties in learning speaking English

2.4.1. What problems do students have with speaking?

My study experiences and those of many writers that I have read on the subject seem to suggest that difficulty in speaking come from four sources:

- The confidence
- The listener
- The speaker
- Pronunciation

Students have problem hearing the past tense of regular verbs ending in voiceless sounds such as “work”, “wish” or “watch”. The final /t/ sound of ‘ed’ sound is usually omitted when taking dictation so that the sentence: “I worked hard yesterday.” comes out as “I work hard yesterday.” The students fail to talk the final voiceless “t”. Another problem is liaison (the linking of words in rapid speech).

Up to this point, I have dealt with problems students have with speaking. It is now time to turn to suggesting techniques for helping them develop more effective speaking skills. Foreign–language students usually devote more time to reading than to speaking, and so lack exposure to different kinds of speaking. It is tiring for students to spend much of their speaking time on interpreting unfamiliar words and sentences for long periods of time.

Learning any new language is challenging. Speaking is production of a language and has to be fast which means you must think, formulate sentences, and speak all within a few seconds. Most foreign language education does not focus on speaking even though speaking is the most important aspect of learning a language.

2.4.2. Factors effecting the English speaking

Grammar and vocabulary

Before developing their conversational skills and managing rapid communication, learners need to acquire the knowledge of grammar and vocabulary. Likewise, pronunciation is one of the basic linguistic features that is practised in EFL classrooms and at the same time the cause of the most prominent issues. On one hand, drilling students with pronunciation exercises and forcing them to repeat the same word over and over again can be tedious. On the other hand, students will be grateful since it will help them to avoid fossilization. Another relevant point that teachers should consider is the distinction between accuracy and fluency. Throughout the history of language acquisition and instruction, the emphasis has been put on accuracy, meaning the

use of correct grammar. Additionally, it is still important to motivate your students to use the proper grammatical structures and utterances. But the focus should be put on producing meaningful phrases.

Accuracy and Fluency

Students must manage to combine accuracy and fluency in order to speak spontaneously and negotiate meanings. There is a great number of students who lack the confidence to express themselves because they are afraid of making mistakes. In order to reduce this anxiety, trying to create a warm and supportive environment in which students can feel comfortable to speak despite their mistakes

Colloquial speech and Contracted forms

For instance, students were unable to understand teacher's questions if the teacher used contracted forms, elisions or reduced vowels. It is necessary to familiarise EFL students with these forms as they are part of everyday speech and they will certainly encounter them in real conversational situations. Secondly, teacher gradually include parts of colloquial language such as idioms, different expressions and phrases. This provides them with guided input that focuses on specific type of discourse that will be useful outside of the classroom.

A demanding task

Teaching speaking is a demanding task that requires patience and a lot of practice. The task is to inform students about the targeted features of speech they need to develop further, as well as guide them through speaking tasks, encouraging them to freely express their thoughts. Finally, teachers should not forget sensitive nature of each individual and be careful when it comes to feedback and error-correction.

Student's motivation

When a teacher is in classroom, there will be some problems or conditions need to be accomplished. Teacher will see some of the students are very motivated, or even feeling ignored in studying English. The learners who have contacted with English will find that some features are quite easy and extremely difficult. One of the more complicated problems of second or foreign languages learning and teaching has been to define and apply the construct of motivation in the classroom. For speaking, it is important first to give competence and then performance. Competence is more likely to the extent a communicator is motivated to be so. Motivation is the extent to which a communicator is drawn towards or pushed away from communicating competently in a given context then performed

2.5. What makes speaking so difficult ?

2.5.1. Listening Comprehension

Listening comprehension is a very basic skill one must have in order to be a good English speaker. Why? One of the most common and critical mistakes non-native speakers of English make is focusing their time and effort in improving their English speaking skills without first assessing and practicing their English listening comprehension skills. A lot of them actually know grammar rules pretty well and can construct even complex sentences. Surprisingly, just when you thought they can communicate well in English, they suddenly come to a halt when asked questions .

Some non-native speakers cannot understand the questions, because the one asking speaks too fast or because of the speaker's accent (in case of an Australian or a British speaker for example). They would often ask the speaker to repeat the question several times or request the speaker to speak more slowly, before they finally understand the question. Some, on the other

hand, answer the question/s impressively (with not many mistakes in grammar and pronunciation; good explanations and examples; amazing fluency) just to find out in the end that he or she misunderstood the question, and therefore gave an inappropriate answer.

2.5.2 - Grammatical Accuracy

Grammatical Accuracy Some people wonder why there is a need to have grammatical accuracy in English, when even some native English speakers commit grammatical mistakes themselves.

Native English speakers can say what they want without much difficulty due to their familiarity of the language. If they have difficulty expressing a certain concept/thought in a certain way, they can just use other ways of saying those things. They may commit some mistakes in grammar, but the mistakes do not distort or change the meaning of the sentences they want to convey, thus, it doesn't give the listener much of a problem understanding them. On the other hand, the mistakes many nonnative speakers of English commit are those that often change the meaning of sentences they want to express, and thus create a misunderstanding. That's exactly the reason why non-native speakers have to study grammar more than native speakers.

Common Mistakes in Grammar

- **Nouns**

- Ex: My neighbor has ten childrens.

("Children" is already in the plural form, so there's no need to add "s".)

- Ex: There are three sheeps in the meadow.

(Some nouns such as sheep, deer, salmon and trout have the same form in the singular as in the plural.)

- Ex: My scissors is sharp.

(Certain nouns such as scissors, pliers, tweezers and tongs are always in the plural form and need plural verbs. So, the “is” in the above sentence should have been “are”.)

- Ex: Picking the right candidate for the contest involves a lot of criterias. (“Criteria” is already in the plural form.)

- **Pronouns**

- Ex: Everybody have their work to do.

(The indefinite pronouns each, anyone, anybody, , everybody and everyone are referred to by singular pronouns. The sentence should have read “Everybody has his work to do.”)

- Ex. I watched a movie with my wife last night. He liked it very much. (He’s talking about his wife and then he used “he” to refer to her afterwards.)

- **Adjectives**

- Ex: She is the most fairest girl I have ever seen.

(“Fairest” is already in the superlative degree of comparison so using “most” before it makes the meaning redundant.)

- Ex: He is worst than my ex-husband.

(If only two things/people are being compared, “worse” should be used instead of “worst”.)

- Ex. I met little people in the conference.

(“Little” is used to refer to noncount nouns. “Few” should have been used in the sentence above, unless of course the writer/speaker was referring to midgets or dwarfs, or if he used the word little “figuratively”.)

- **Verbs**

- Ex: Few is expected to fail the test.

(The indefinite pronouns both, many, several and few take a plural verb.)

- Ex: They hanged the old fiddle in the woodshed.

(Some are confused with hanged and hung. “Hanged” means to kill somebody or yourself by fastening a rope around the neck and removing any other support for the body. “Hung”, on the otherhand, means to suspend or fasten something so that it is held up from above. In this sentence, it seems as if the old fiddle was killed, which of course doesn’t make any sense.)

- Ex: I go to school yesterday.

(The word “yesterday” indicates a past event, so the verb used should have been “went”.)

- Ex: She swimmmed very fast the last time we were at the beach.

(“Swam” should have been used instead of “swimmmed”.)

- Ex: He don’t know anything about it.

(“Doesn’t” should be used instead of “don’t” because the subject “he” is singular.)

2.5.3 Pronunciation

Understanding English pronunciation.

It is quite common for non-native speakers of English to mispronounce English words. However, it is not something we have to be ashamed of, but something we ought to understand. We have to get to the roots of the problems, in order for us to improve our pronunciation.

English is not phonetic

Unlike other languages, English is not phonetic. It’s means we don’t always say English word the way we spell them. Let’s compare two languages as an example.

Ex: The Japanese word “jitensha” (means bike) is pronounced the way it is spelled. The English word “bike” is not pronounced as “bi-ke” or “bai-ke”.

Ex: Another example is the word “book”. At time it is pronounced as [buk] and at time it is pronounced as [buk] too. Although the spelling and the

way it is pronounced may not change, the meaning changes depending on the context you are using.

The sound of -ed

The past simple tense and past participle of all regular English verb end in “ed”. However, the “ed” added to the verbs may have different sounds which depends if the base verb’s sound is voiceless or voiced.

What is the different between voiced and voiceless sound?

VOICED – a consonant is voiced when it makes the vocal cord vibrate.

VOICELESS –When the consonant is pronounced without vibrating the vocal cords, it’s voiceless.

There’re three ways of pronouncing the “ed”: /id/, /t/ or /d/.

Sound	Consonant	Base verbs	Past form	Sound “ed”	Extra syllable
unvoiced	/t/	visit	visited	/id/	✓
voiced	/d/	mend	mended	/id/	✓
	/p/	cap	capped	/t/	X
	/f/	laugh	laughed		
	/s/	mess	messed		
	/ʃ/	wash	washed		
	/tʃ/	crunch	crunched		
	/k/	talk	talked		
voiced	Other sounds such as	Play Tee paw	Played Teed pawed	/d/	X

Remember that it is not the spelling but the sound that is important.

For example, “wax” end in “x” but the sound is “s”.

There're some exception though. The following words used as adjectives are pronounced with /id/.

blessed, aged, ragged, naked Two ways of pronouncing “the”

When used before a vowel sound, we say “the” as /ði/. Remember it is the sound we should listen to, not the letters themselves.

Ex: The orange is pronounced as /ðiɔrindʒ/.

The hour is pronounced as /ðaʊə/ (hour sounds like our). When used before a consonant sound, we say “the” as /ðə/. Ex: The school is pronounced as /ðə sku:l/

The uniform is pronounced as /ðə ju:nifo:m/ (uniform sounds like yuniform).

2.5.4 . Vocabulary

We can not convey our message to others clearly without vocabulary. Moreover, many people are misunderstood because of using words or expressions inappropriately. Below are some examples of the most commonly misused words in the English language.

- **Accept versus Except**

Accept is a verb which means “to receive”.

Ex: I accept your proposal.

Except is usually a preposition which means not included. Ex. I eat all kinds of fruits except that one.

Also, except is a verb meaning to exclude.

Ex: Please except that vegetable from the grocery list.

- **Affect versus Effect**

Usually, “affect” is a verb meaning to influence. Effect, on the other hand, is usually a noun meaning result.

Ex: Frequent drinking of alcohol affected his health.

Ex: One of the effects of illegal logging is flood. Lend versus Borrow Lend is a verb which means to let someone use or take something

which will be returned later. Borrow, is a verb which means to use or take something from someone after asking for permission and returning the thing used or taken later.

Ex: Jane needed money, so she borrowed money from Ken. Ken lent Jane the money she needed.

- Its versus It's

“Its” is the possessive case of the pronoun “it”.

“It's”, on the other hand, is the contraction of the words, “it is”.

Ex: The airport changed its policy. It's a very nice day today.

- Loose versus Lose

Loose is an adjective. Lose is a verb.

Ex: If your shoelaces are too loose, you might trip and lose your balance.

- Quiet versus Quite

Quiet is an adjective that means silence, and quite is an adverb that means to a great extent.

Ex. It's very quiet in the library. The students are quite busy studying.

- Raise versus Rise

They are both verbs. Raise means to cause something to move upward.

Rise means to move upward or to get out of bed.

Ex: The student raised his hand to give his answer. The sun usually rises before 6 a.m.

2.5.5 . Organization of Ideas

Repeat Again

Have you ever heard someone tell you: “Sorry, I don't understand the question. Can you repeat again please?” If you weren't able to identify what's wrong with the latter sentence, you probably have the same problem.

The word “again” is the same as “repeat”, so it’s redundant to say “repeat again”. Now, the problem with some speakers is that they repeat not only the words, but also the content of their responses. At times, they have a very long response but the content is just the same as what they’ve already said before.

Novelist Speakers

They are the people who tend to talk so much in response to a very simple question. They have a tendency to digress from the topic and even forget what the original question was.

Disoriented

At times, we encounter people who would talk about topic A and go to topic B and then go back to topic A and afterwards move to topic C. They have no focus of what they would like to talk about, so the people they talk to get dizzy talking to them. Try to talk about topic A first and try to finish everything you have to say about it before moving on to another topic.

2.5.6 . Self-confidence

There are a lot of people who are good in English but are not that confident to use the language, thus, they waste their talents. There are also many people who commit many mistakes in grammar, pronunciation and word usage, yet because of their self-confidence they even landed a job which is in line with English.

You’ve got to believe you can do something well first before other people can start believing in you.

2.5.7. Length of answer

How long should one's answers be? The length of one’s answers depends on the situation. If it’s just a conversation between friends, where you are telling someone a story which is very interesting for him/her, going into details and a long answer is okay. However, when one is in a job

interview or an English examination, if the interviewer does not have much time to speak with you, you ought to give answers that are brief and detailed. Make sure you have already answered what has been asked, before moving on to elaborate on the details of your answer

2.6. Summary

In conclusion, this chapter mainly summarizes the theories, ideas, opinions related to the speaking skill. It has presented the relevant literature, which has helped to form the theoretical and conceptual framework for graduation paper. The following chapter will display the findings of the research under the light of all above.

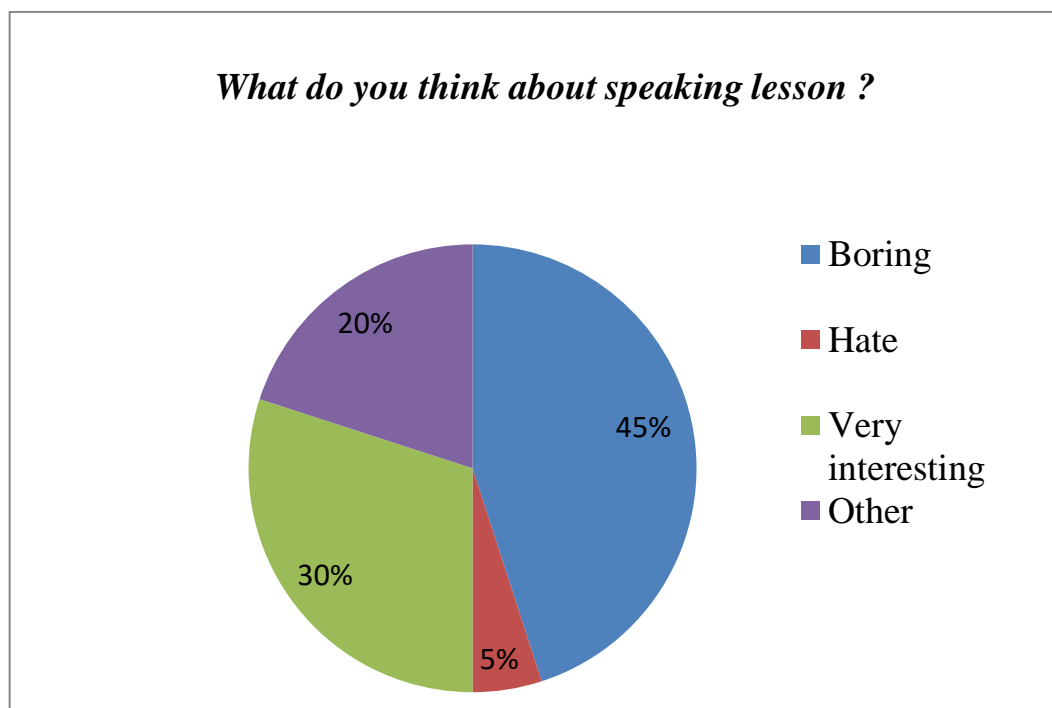
CHAPTER III : THE STUDY

3.1. The participants

The research was done with 80 first-years students in EFL .Their age is about 19. They have learnt English at least for 7 years (4 years secondary school and 3 years high school). However, their English is not good because of many reasons. In which, two main reasons are **localvoice** and curriculum influence from high school in the past, so they did not have chances to pratise English speaking skill. Therefore, when entering the university, their English levels were limited and they have to deal with many difficulties in studying process.

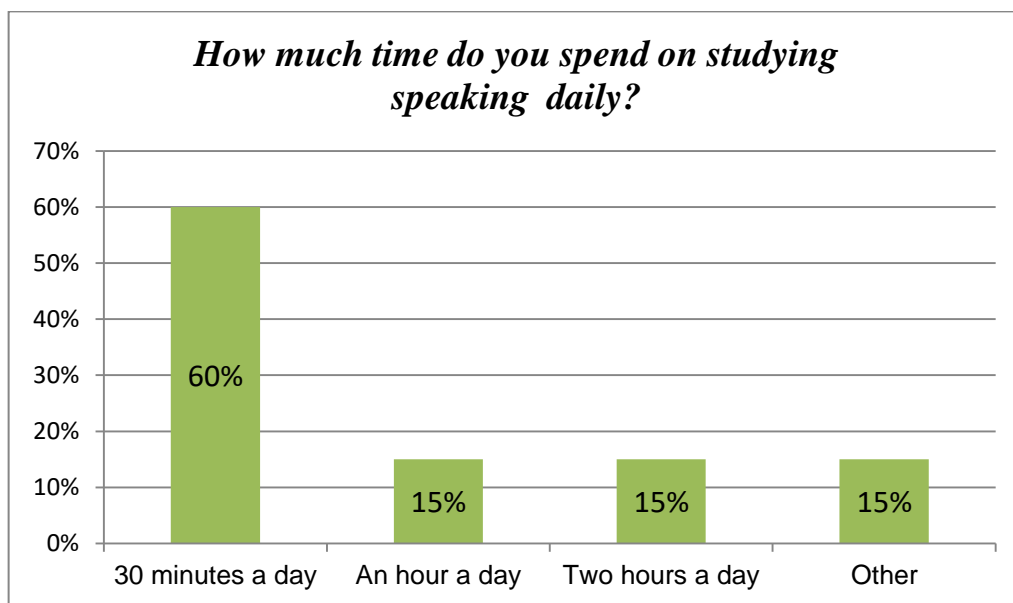
3.2. Data collection and analysis

Question 1



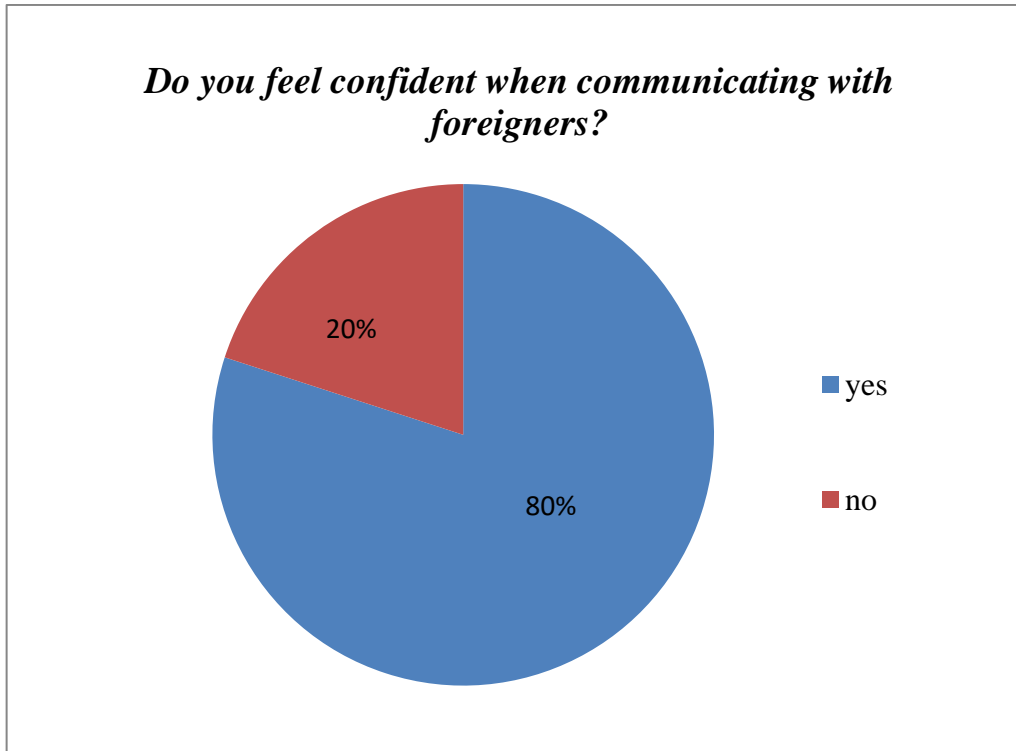
The pie chart above shows thinking about English speaking lesson. 45% students felt that speaking lesson was boring , about 30% students said that speaking lessons are very interesting , only 5% students did not like speaking lesson , 20% students have other ideas. However, that is only a very small part of the EFL .

Question 2 :



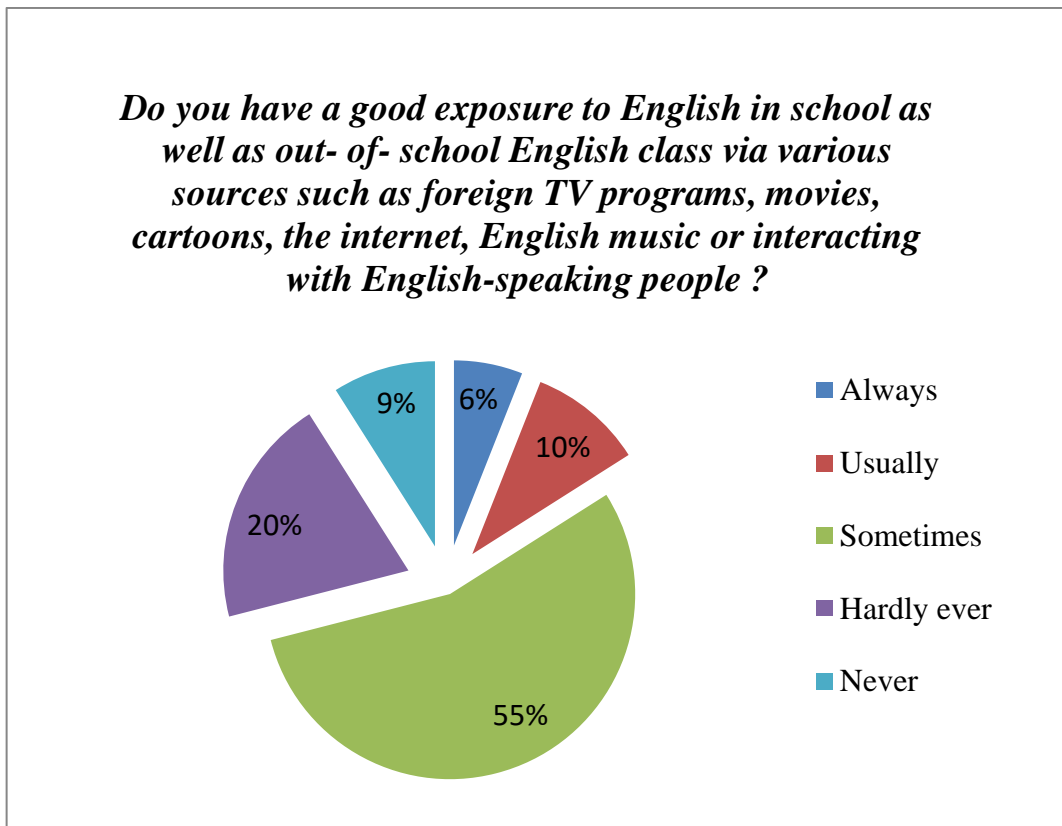
It is clearly seen from the bar chart that students seem to pay less attention to study speaking everyday. Most of them spend 30 minutes on studying speaking daily. The number of students who study from an hour a day and more than an hour is very limited with the same figure of 15%. Spending too little time on studying speaking has a profound influence on students' efficiency in speaking skill.

Question 3 :



The pie chart 3, we know that 80% students said they do not feel confident when communication with foreigners. Most of them are often afraid of communicating with native speakers. They feel unconfident when they communication with foreigners because they are afraid that their English vocabulary is not enough to express ideas and their pronunciation is not accurate, resulting in the misunderstanding among speakers. Obviously, students' unconfidence in communication skills with foreigners becomes an obstacle for their difficulties in speaking . Only 20% students feel confident when communication with foreigners.

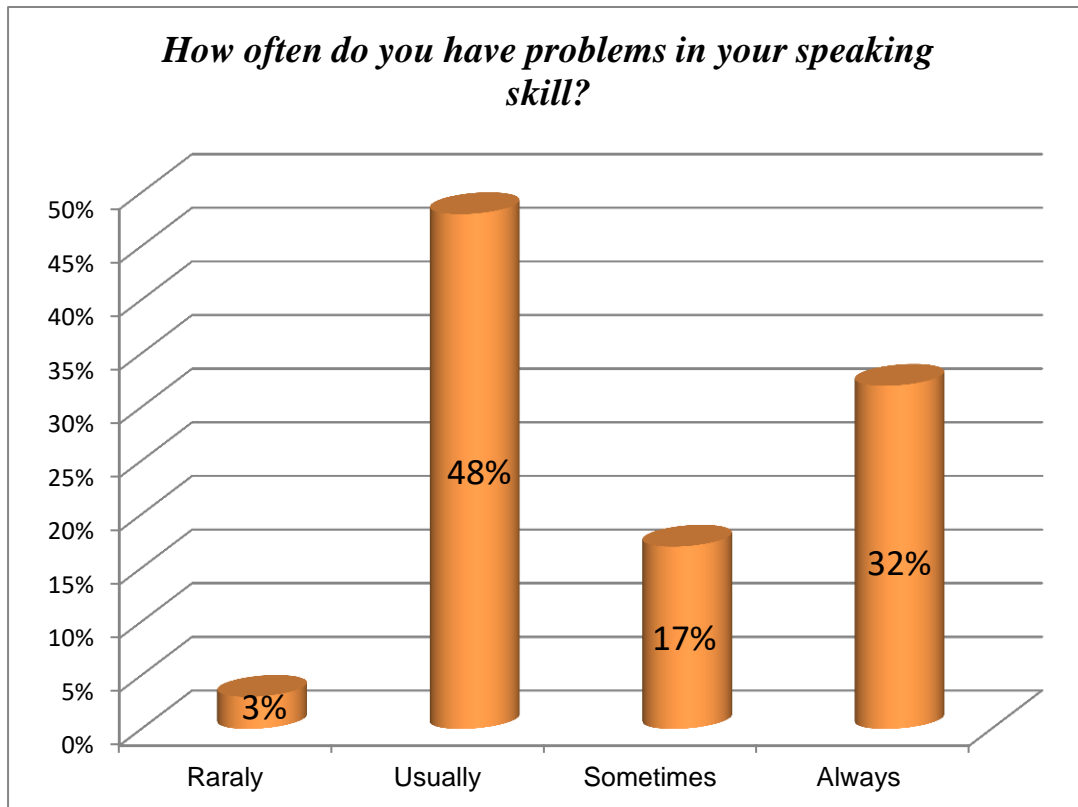
Question 4 :



According to the result of survey questionnaire. There are 55% students sometimes practice English via different ways. 20% students hardly ever practice it, about 10% students usually, only 6 % students always and 9% students never practice. However, half of students are still unaware of ways to learn English suitably for themselves.

After coming back home, almost of the students want to entertain themselves through foreign TV programs, movies, cartoons, the internet, English music. Although students have a good exposure to a variety of sources to study speaking skill, they do not take advantage of those means for their study, mainly for their entertainment. As a consequence, those useful tools become useless in supporting their study in general and their speaking skill in particular.

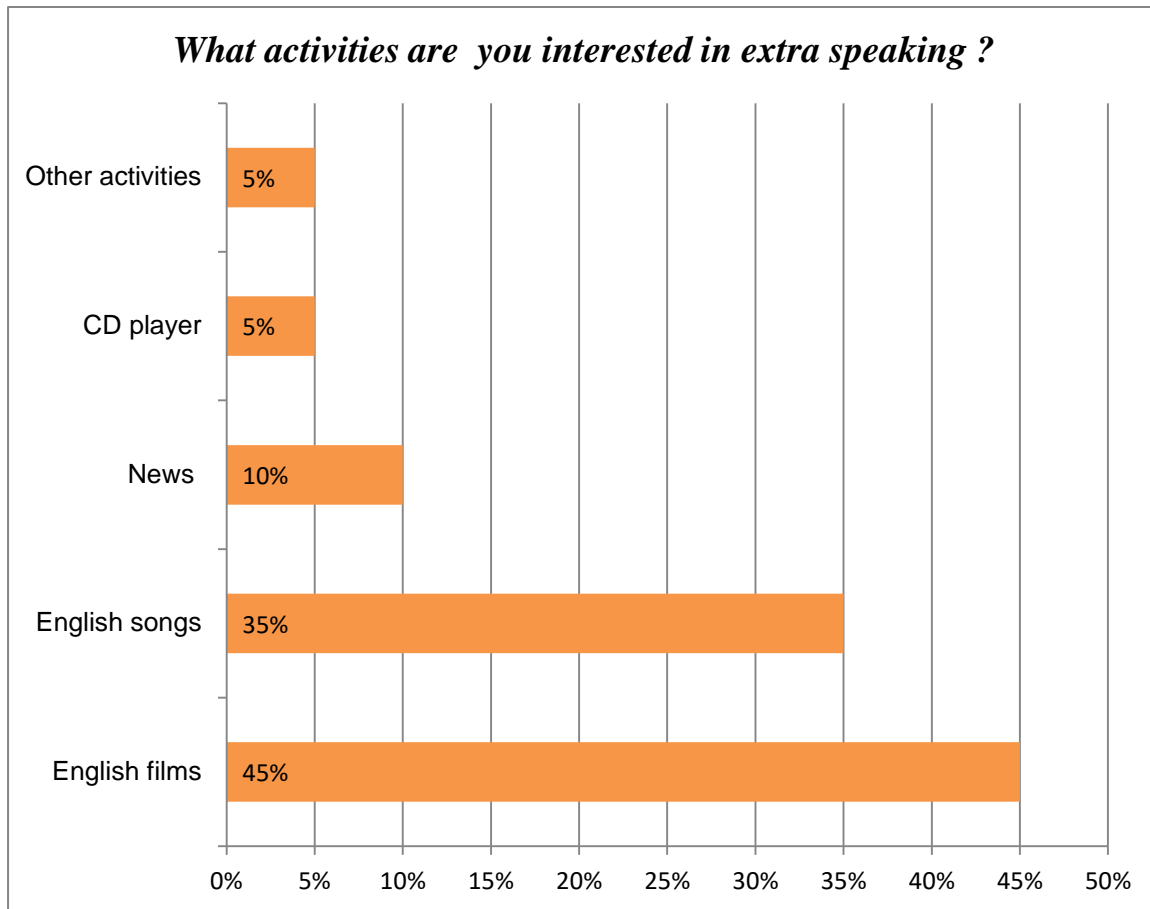
Question 5 :



The information in chart 5 shows the frequency of students' having problem when learning speaking skill. According to the collected data, 48% students who often have trouble and 32% of them always have trouble when speaking; 17% sometimes and only 3% rarely .

In short, students always have problems in speaking English and they have suggest to improve speaking skill. Extra speaking activities is a important factor effect student' speaking English level.

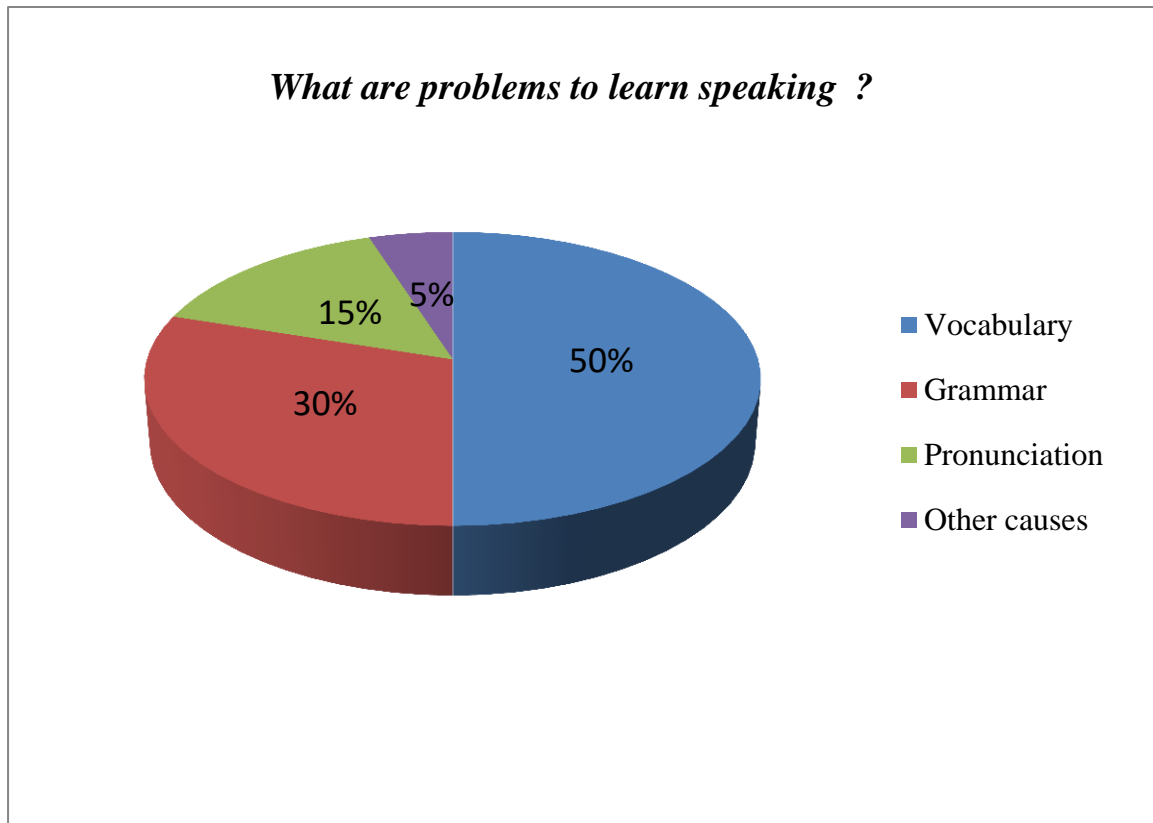
Question 6 :



As it can be seen from the above chart, 45% of the students liked watching English films. In contrast to the films, only 5% students are interested in CD player. In addition, there're 35% students often listen to English music and sing English songs to improve their English speaking skills, the other students want to like other activities .

The result points to a thing that entertained programs such as films or music make students feel enjoy and interesting. They can learn while relaxing in their free time, it makes them relax and also practice themselves. Otherwise, 10% students are interested in watching news . May be they feel that programs are quite boring so they don't mind them. 5% of the students liked other activites.

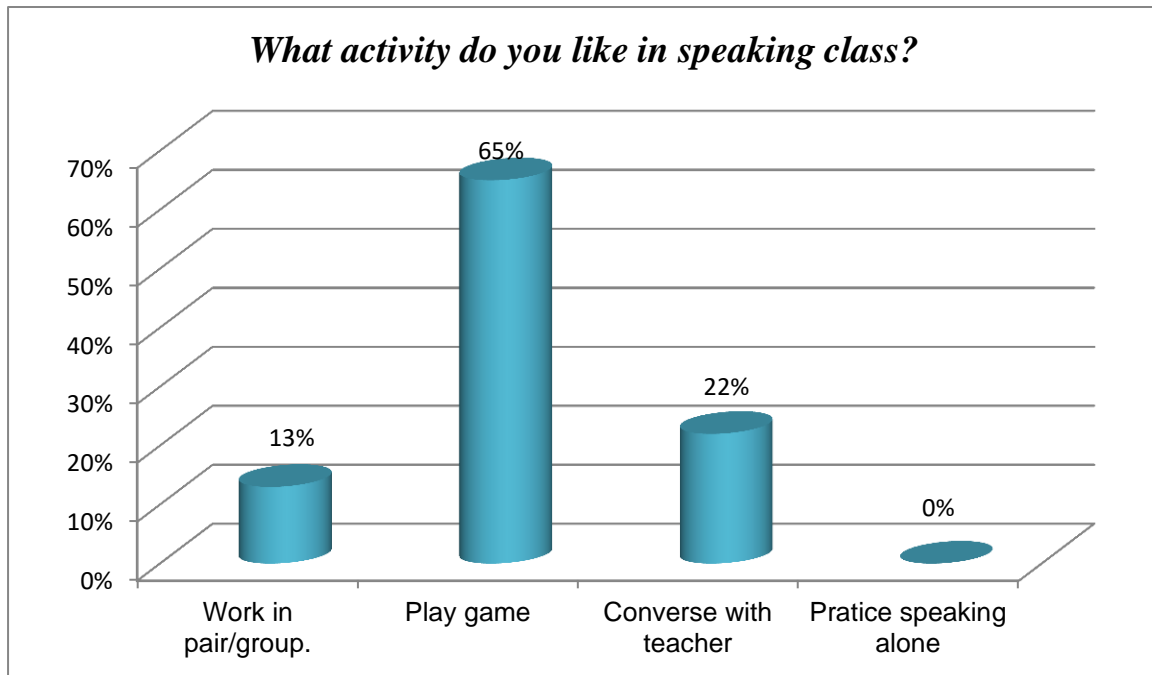
Question 7 :



The chart shows that the pronunciation is not a big problem. However, there're 5% of the students still think this difficulty make them speaking English hard. 30% students think grammar is the problem and many students, 50% of them have troubles bout vocabulary. Finally, other causes is the last factor affecting students' speaking but these take a small percent of all, 5%. The other causes expamle the speed of speaker is too fast so they can not converse and the confidence.

The result shows that big problem is vocabulary when students learn speaking lesson .

Question 8 :

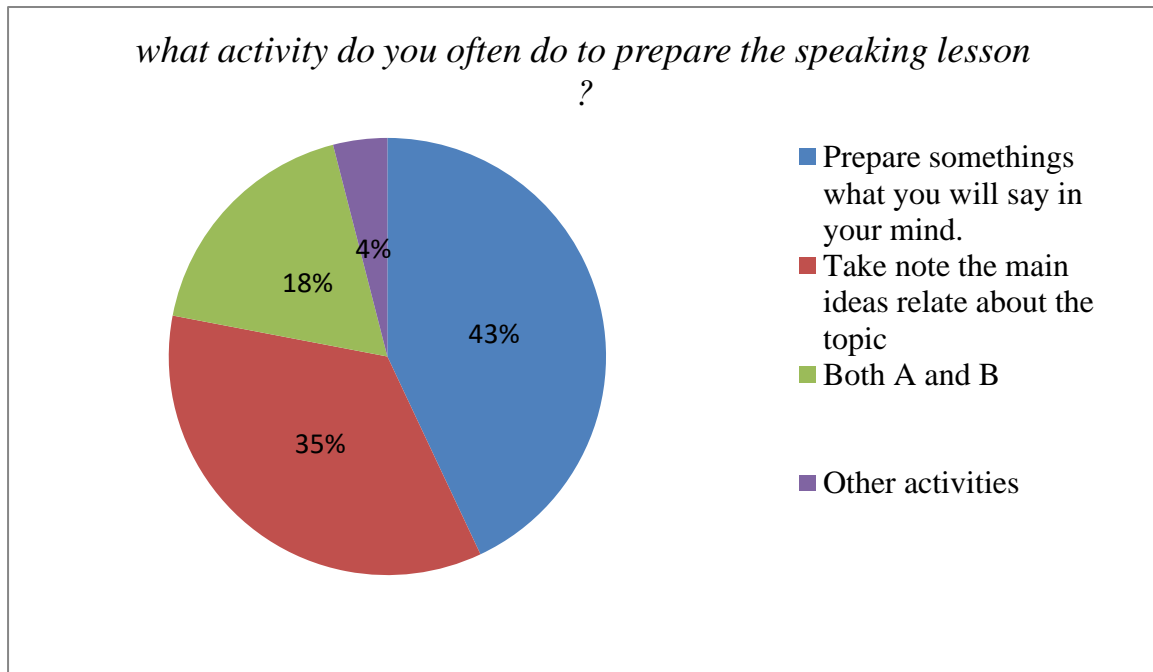


From the information in the chart, students can be seen that the most favorite speaking activities is playing game and conversing with teacher. However, 65% students like playing game and 22% students like conversing with teacher. A few students (13%) are interested in working in pair or working in group in the speaking class. Besides, nobody want to speak alone.

According to the collected information of the interview, when asked “What kinds of activities in class do you like most?”. Almost of the student like playing games which relate to topic, they want to communicate with each others about the topics of that day. Some students shared: “I am interested in talking with teacher. It makes me improve my English speaking skills, especially my confidence”.

In conclusion, the activities in speaking English class play an important role in learning.

Question 9 :

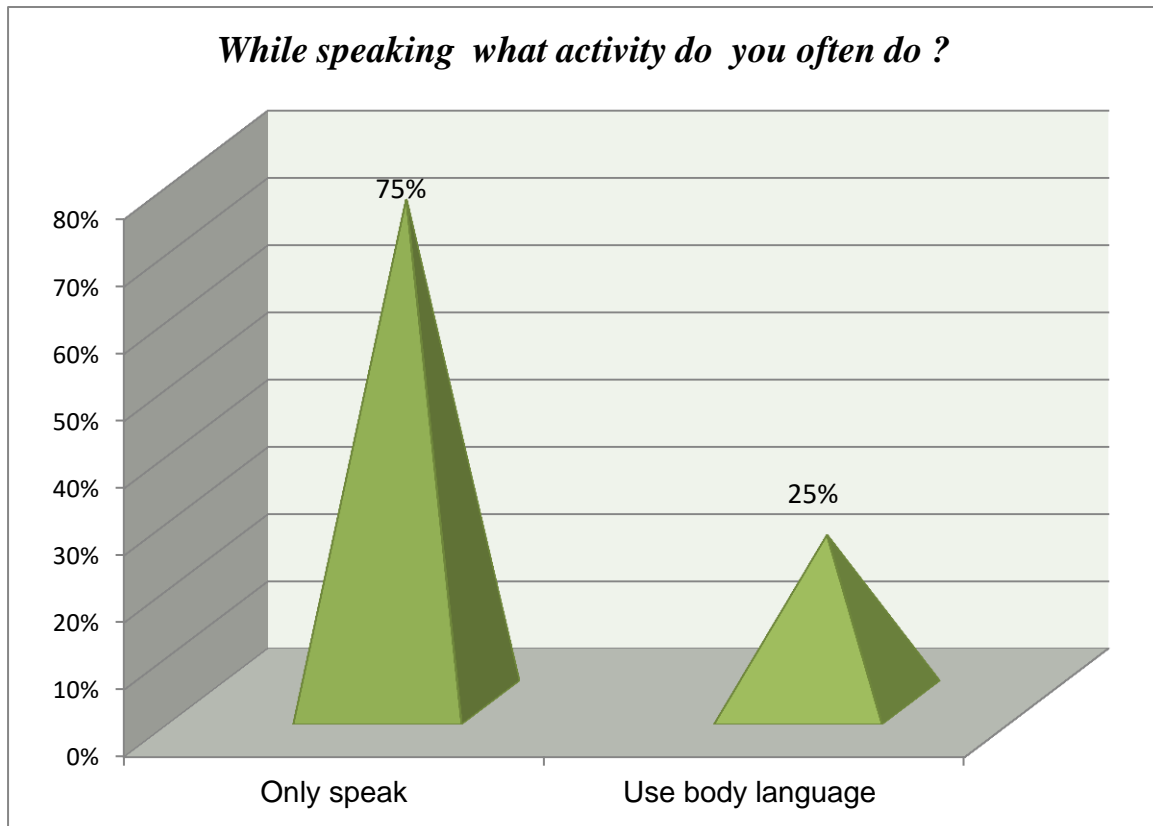


The chart shows that many students (43%) in speaking class often prepare the content of the topic in their mind. There're 35% of them also prepare for their speaking but they take note main ideas of the topic. 18% students choose to do both above activities. Only 4% students shared that they do other activities before they speaking.

In conclusion, preparing content is very important. It helps students can confident speaking and I am sure that the student have good preparation who will speak fluently more than the student do not anything.

So while speaking, what students do often do? The next chart will show this question.

Question 10 :



The chart shows that the majority of the students (75%) often only speak ,they do not anything while speaking. This matter is not only happened with all of the English major students. Besides, 25% students use body language they move arm and head while speaking.

CHAPTER IV . CONCLUSION

4.1. Summary of the study

The final chapter was supposed to summarize the major findings which had been discovered by the research and written in the previous chapter results and discussion. Moreover, the researcher also suggested some for improving learners' speaking skills. In addition, the researcher also shared limitations of the study in this section and provided suggestions for further research.

4.2. Limitation of the study

The research questions were answered by the data which were mainly conducted from the questionnaires and interviews. It means that the research was mainly based on and students' opinions. Thus, it was hard to judge the trustfulness and reliability of the participants' responses. Additionally, the subjects of this research were the students of a specific grade, so the findings could not be valid and generalized for the different subjects in the different context. Furthermore, the size of participations was limited 10 students because of the limit of time. Hence, the results were restricted to this specific first-year students.

This research explored the factors that affect first-year students' speaking skills only. It would be more effective and interesting if the further studies find out the problems and factors of all students in EFL at the same time to compare and find out the most common factors impacting learners' speaking competence. Our research puts a requirement for other studies to widen the number of participants in different contexts to receive the generalization of the results. Besides, as mentioned above, the given suggestions have not been tested, thus, to evaluate the usefulness of them, the time for implementing suggestions should be allocated.

4.3. Suggestions to speaking skill

Nowaday, English has become an international language. Almost everyone has to learn English because it is very important in life, work and especially for students in English majors. So, they need to find out some solutions to improve their speaking English skills.

There were a plenty of useful ways to helps the pupils to enhance their speaking skills.

Firstly, in order to minimum the impact of grammatical mistakes to their speaking performance, the learners should outline what sentence structures, tenses and other aspects of grammar they would need for their speech before speaking.

Then, they should not learn by heart the English words without arranging them, but they should learn the words in the same topic so as to remember easily and effectively. Furthermore, they could use mind- mapping technique to help them improve their vocabulary quicker.

Thirdly, there were the same ways to help the students to improve both pronunciation and listening skills. They should listen to English sources more such as English films, English music, or English news. After that, the learners should try to repeat what they hear and imitate the ways the people speak.

Next , you should spend 5 to 10 minutes or more to practice yourselves. outside the speaking class, students have to practice regularly such as HBO,sing English songs, listening in VOA, watching foreign channels (such as CARTOON TV) and learn the pronunciation & foreigner's speaking style.

Finally, because the students often lost their self-confidence when speaking English in front of the others, they should practice speaking on their own at home first to increase their confidence. To do so, they could stand in front of the mirror and speak to themselves. Or if they have a camera recorder, it would

be good to film themselves when they speak, so they know what their strengths and weaknesses are to improve them. When all of these above suggestions have been done, the students will get over the anxiety that they had got when speaking English.

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APPENDIX
SURVEY QUESTIONNAIRE FOR STUDENTS

This questionnaire is meant for “ Factors effecting English speaking skill by first-year English majors at HaiPhong university of management and technology”. In completing these questions, please choose the answer by circling the letter next to your choice. All your personal information and your answers will be kept confident and not be used for the other purposes.

Section I : Personal information

- 1. Name :
- 2. Age :
- 5. Years of learning English :

Section II : Questions

1. What do you think about speaking lesson ?

- A.** Boring
- B.** Hate
- C.** Very interesting
- D.** Other

2. How much time do you spend on studying speaking daily?

- A.** 30 minutes a day
- B.** An hour a day
- C.** Two hours a day
- D.** Other

3. Do you feel confident when communicating with foreigners ?

- A.** Yes
- B.** No

4. Do you have a good exposure to English in school as well as out-of-school English class via various sources such as foreign TV programs,

movies, cartoons, the internet, English music or interacting with English-speaking people ?

- A.** Always
- B.** Usually
- C.** Sometimes
- D.** Hardly ever
- E.** Never

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

- A.** Rarely
- B.** Usually
- C.** Sometimes
- D.** Always

6. What activity are you interested in extra speaking ?

- A.** English films
- B.** English songs
- C.** News
- D.** CD and recorder

7. What are problems to learn speaking ?

- A.** Problems with vocabulary
- B.** Problems with grammar
- C.** Problems with pronunciation
- D.** Other causes

8. What activity do you like in speaking class?

- A.** Work in pair/group.
- B.** Play game
- C.** Converse with teacher
- D.** Practice speaking alone.

9. What activity do you often do to prepare before the speaking lesson?

- A.** Prepare something what you will say in your mind.

B. Take note the main ideas relate to the topic

C. Do nothing

D. Other activities

10. while speaking what activity do you often do ?

A. Only speak

B. Use body language competebly example moving (arm, head)....

Thank you for your cooperation!