

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

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ISO 9001:2015

**KHÓA LUẬN TỐT NGHIỆP**

**NGÀNH: NGÔN NGỮ ANH**

**Sinh viên : Trịnh Thị Phương Huyền**

**Giảng viên hướng dẫn: ThS. Bùi Thị Tuyết Mai**

**HẢI PHÒNG – 2019**

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

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**A STUDY ON DIFFICULTIES IN ENGLISH SPEAKING  
SKILL OF THE NON-MAJOR STUDENTS  
AT HAI PHONG PRIVATE UNIVERSITY**

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

**Sinh viên : Trịnh Thị Phương Huyền  
Giảng viên hướng dẫn: ThS. Bùi Thị Tuyết Mai**

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TRƯỜNG ĐẠI HỌC DÂN LẬP HẢI PHÒNG**

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**NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP**

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Tên đề tài: A study on difficulties in English speaking skill of the non-major students at Hai Phong Private University.

# 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: Bùi Thị Tuyết Mai

Học hàm, học vị: Thạc Sĩ

Cơ quan công tác: Trường Đại học Dân lập Hải Phòng

Nội dung hướng dẫn: A study on difficulties in English speaking skill of the non-major students at Hai Phong Private University

### **Người hướng dẫn thứ hai:**

Họ và tên:.....

Học hàm, học vị:.....

Cơ quan công tác:.....

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

*Sinh viên*

Trình Thị Phương Huyền

Đã giao nhiệm vụ ĐTTN

*Người hướng dẫn*

ThS. Bùi Thị Tuyết Mai

*Hải Phòng, ngày ..... tháng.....năm ....*

**Hiệu trưởng**

**GS.TS.NGƯT *Trần Hữu Nghị***

**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: .....

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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 đề 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 viênchăm phản biện**

Được bảo vệ  Không được bảo vệ  Điểm hướng dẫn

*Hải Phòng, ngày ... tháng ... năm .....*

**Giảng viênchăm phản biện**

*(Ký và ghi rõ họ tên)*

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## DECLARATION

I certify my authorship of the study report entitle “**A study on difficulties in English speaking skill of the non-major students at Hai Phong Private University**”.

This graduation paper is the result of my own research and the substance of this thesis has not been submitted for a degree to any other university or institution and that if this declaration is found to be false, disciplinary measures and penalties can be taken and imposed in accordance with university policies and rules.

Signature

Trinh Thi Phuong Huyen

## ACKNOWLEDGEMENTS

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Hai Phong, April, 2019

Trinh Thi Phuong Huyen

## **PART I - INTRODUCTION**

### **1.1- Rationale**

English is known as general language in the world, has been widely used in many nations and territories. With the development of modern technology and science, the need of learning English in VN has been increasing day by day. With the purpose of finding a good job with high salary or study abroad, English learner not only master the English grammar but also hope to improve their communication ability.

To the non- English major, speaking English become the important factor, play an essential role in professional work environment. In fact, it is not easy to study well a foreign language like English. Almost students have difficulties in communication such as student's local voice, student's characteristic, learning material, teaching method, etc... affect students' success in learning English speaking skill.

From my point of view, among four English language skills ( listening, speaking, reading and writing), speaking is the most important and complex skill. Although students can do grammar exercises very well, can master many new words and structures, they cannot apply them in English speaking skill very well. That is the reason I decided to write **A study on the difficulties in learning speaking English of the first year non-major students at HPU**. I wish to find out common difficulties in learning speaking English and suggest some solutions of the problem.

### **1.2 - Aims of the study**

With the hope of helping the non-English major students find the difficulties in learning English process, the main aims are finding out the problems and explanations in English speaking study. Moreover, some suggestions on techniques to study English speaking have been given. Hopefully, students will make good the weaknesses in learningspeaking English so they will be interested in the lecture and get better results

### **1.3 - Scope of the study**

In fact, there are lots of various difficulties in learning speaking English. It requires much of time and effort. However, this study only focus on the difficulties in learning speaking English for the non-English major students because of limited time, resources and my knowledge.

### **1.4 - Methods of the study**

- Eight questionnaires are design to find out the difficulties that the non-English major students have.

- Data collected will be analyzed and presented in the study..

### **1.5 - Design of the study**

The study contains four parts:

**Part I:INTRODUCTION**

**Part II: LITERATURE REVIEW**

**Part III: THE STUDY**

**Part IV:CONCLUSION**

## **PART II – LITERATURE REVIEW**

### **2.1 – Overview of speaking**

#### ***2.1.1 – Definition of speaking***

Speaking is considered as one of the most important skill in acquiring both a native language and a second or foreign language. There have been a number of definitions of speaking by different linguists and dictionaries.

In Oxford Advanced Dictionary the definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

From above definition, we can define speaking is expressing ideas, opinions, feelings to others by using words or sounds of articulations in order to inform, to persuade, and to entertain that can be learnt by using some teaching learning methodologies.

#### ***2.1.2 – Learning speaking***

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of studying speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance

### 2.1.3 – Types of speaking

- **INTERACTIVE** „
- **PARTIALLY INTERACTIVE** „
- **NON-INTERACTIVE**

I will give examples to show the differences between them

<b>INTERACTIV E</b>	<b>PARTIALLY INTERACTIVE</b>	<b>NON INTERACTIVE</b>
- face-to-face conversations - telephone calls - we are alternately listening and speaking - chance to ask for clarification, repetition or slower speech from our conversation partner	- 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	- when recording the speech for a radio broadcast - performing in a play - reciting the poem - singing

## 2.2 – Difficulties in learning speaking English

### 2.2.1 - 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). “What are you going to do tonight? sounds like /Whadiyagunnadotanight?/.

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.

### ***2.2.2 – 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.

## **2.3 – What makes speaking so difficult ?**

### ***2.3.1 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.

### ***2.3.2 - 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.)*

### **2.3.3 - 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 [bʊk] 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 of “ed”	Extra syllable?
unvoiced	/t/	visit	Visited	/id/	✓
voiced	/d/	mend	Mended	/id/	✓
	/p/	cap	capped		X
	/f/	laugh	laughed	/t/	
	/s/	mess	messed		

	/ʃ/ /tʃ/ /k/	wash crunch talk	washed crunched 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 /ɪd/.

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 /ðiɔrɪndʒ/.

The hour is pronounced as /ðaɪəʊ/ (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:nɪfɔ:m/ ( uniform sounds like yuniform).

### 2.3.4 - Accent

#### Accent Neutralization

Everyone has an accent. So, when I hear some people say, “She’s good in English. She doesn’t have an accent.” I find it a bit amusing.

Accent usually reflects the place where a person comes from, that’s why it’s easy to say if someone is Korean, American, Filipino, British, Australian, etc even if they all speak in English. Accent is also one of the main reasons why people have a hard time understanding each other, and thus many people strive

to change their accent. I said “change their accent” not “get rid of their accent” because I think it’s more appropriate to say the former. People can actually change their accent by studying another accent and imitating it.

We ought to study our native tongue’s vowel and consonant sounds and compare it to the Standard American English vowels and sounds. By doing this, we will know why we’re having difficulty imitating their accent and how we can succeed on doing it.

### **2.3.5 – 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.*

### ***2.3.6 - Appropriateness of Answers***

Have you encountered some people before whom you thought spoke English very well, because they did not commit mistakes in grammar frequently? Also, their pronunciation is clear enough to understand. However, during your conversation, you realized they were not that good in answering questions, for they spoke of things which were not in line with what you were asking.

For example:

- Question: What is today’s date?

Their answer: It’s Tuesday.

(The question was about the date not the day.)

- Question: What company are you working for?

Their answer: I am a Graphic Artist in the Advertising Department. I make layouts for brochures, print ads and other advertising materials the company needs.

(The question was asking about the name of the company. The person's answer was about his job and his duties.)

- Question: Do you have questions?

Their answer: Yes.

(when actually, what they mean is “no, questions”)

These examples clearly tell us that good pronunciation, accent and grammar are not enough to measure one's abilities in speaking English. We have to understand the questions really well and answer them accordingly.

### ***2.3.7 - 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.

### ***2.3.8 – Fluency***

English fluency means being able to use the language with ease. How can we assess our English fluency then? Below are questions that we ought to ask ourselves to gauge our English fluency.

- Do I pause a lot when I speak?
- Do I say “ahh” or “uhmm” many times because I can’t remember the right words that would be suitable for my sentences?
- Do I often say “you know” to replace the phrases I can’t remember or explain myself?
- Do I speak so slowly, because I’m too careful not to make mistakes in my sentences, that my listeners already tend to look drowsy?
- Do I make the pronunciation of certain words indistinguishable intentionally, because I am not sure how those words should be pronounced?

### ***2.3.9 – 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.

### ***2.3.10 – Length of answer***

#### **Proper Length for Answering Questions**

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.

#### **2.4 – 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 methodology and finding of the research under the light of all above.

## **PART III – THE STUDY**

### **3.1 – The participants**

#### *The students*

There're 6 non-English major faculties at Hai Phong Private University. The research was done with 60 non English-major first year students in HPU. Their age is about 19. They have learnt English at least 7 years ( 4 years secondary school and 3 years high school). However, their English background are quite weak because of many reasons. In which, two main reasons are local voice 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 instrucments**

#### *3.2.1. The survey questionnaire.*

The questionnaires were designed by students because finding them easy to analyze the data was collected. Questionnaires for students consist of 8 questions. The survey questionnaires for students was sent to 60 non – English major first year student to find information for the study.

To guarantee the reliability and the validity of the samples, the questionnaires for students were directly distributed for students of K22 during their break time in the class and collected right away. That meant these students could pay most attention to answer the questions related to what they had just experienced. Before asking the students to do the survey questionnaire, I 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 60 students participating in giving responses to the survey questionnaire.

### ***3.2.2 - The interview***

An interview is carried out with 3 students in a class of K22 in Business Administration Department at Hai Phong Private University. All of them agree to help the researcher helpfully and comfortably. This aim to collect students' ideas about the factors affecting the English speaking skill and suggestions to improve it.

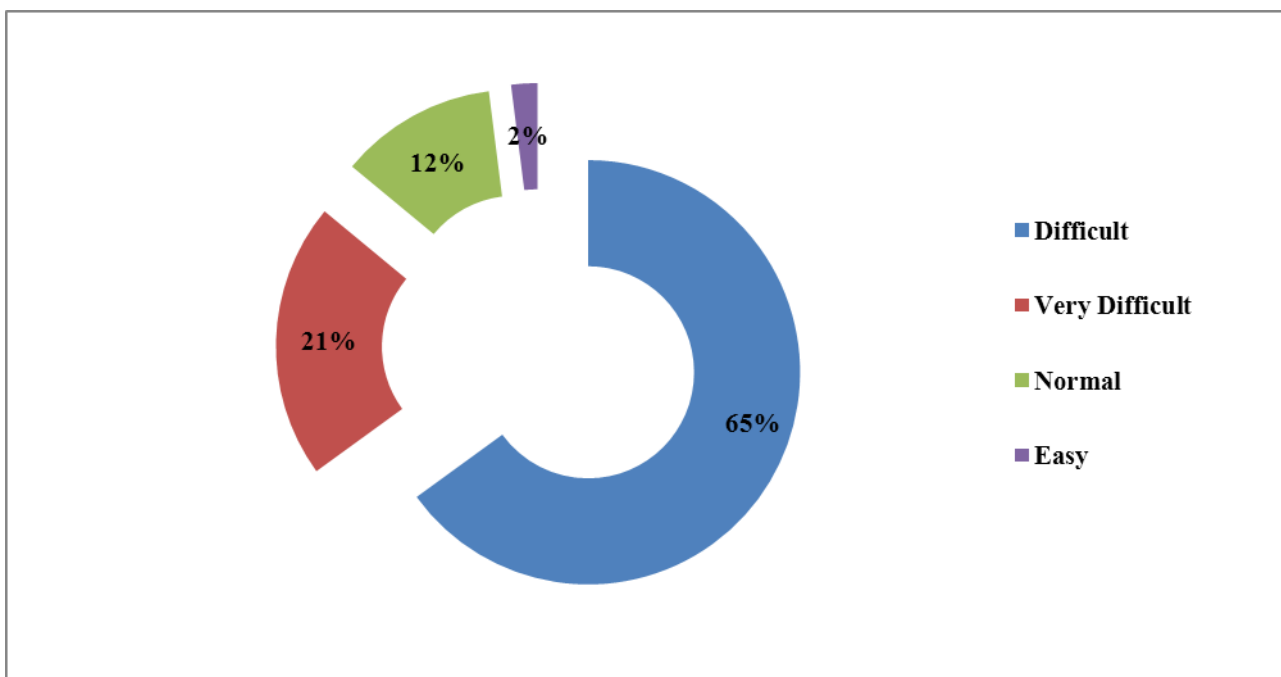
### ***3.2.3 – Data collection procedures***

The data collection in the study was given by students who are in the non-English major first year students in Hai Phong Private University. To collect information about the issues of learning English speaking skill, first of all, 60 copies of survey questionnaires were handed out to students. In addition, three other students were also invited for the interview.

When the data collection was accomplished, the data analysis was initiated. The results of survey questionnaires revealed students' techniques they use in speaking skill.

## **3.3. Data analysis and discussion.**

### ***3.3.1.1. The difficulties.***



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

We can see clearly in the chart that the speaking skill is a difficult skill to learn. 65% 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 students who suppose that learning speaking skill is very difficult took 27%. It is the same as the number of the students who think learning speaking normal (12%) or easy (2%). In fact, as what can be seen in the chart, the students who confirm that it is easy to learn the speaking skill are the best students.

Below is the result when the I ask three students the same question in the interview.

**The question: What do you think of the difficulty of English speaking skill?**

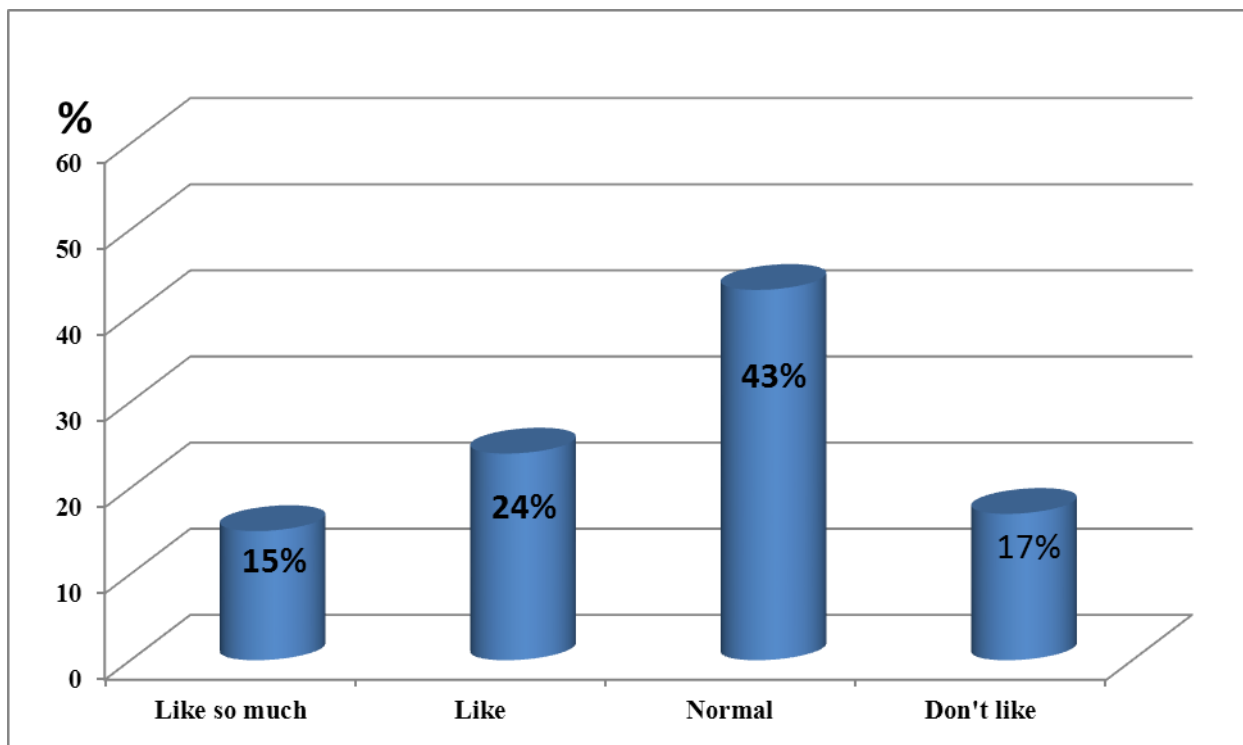
The answers	Numbers (%)
Very difficult	2 students (67%)
Difficult	1 students (33%)
Normal	0 students (0%)
Easy	0 students (0%)

**Table.1: The interview results of students' evaluation in English listening skill**

The information in Table.1 show that the interview result of students' evaluation in English speaking skill, two students think that this skill is very difficult and only 1 students (33 %) say that this skill is difficult.

Almost students think that the English speaking skill is a challenged subject to them.

Will 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' interesting in English speaking skill**

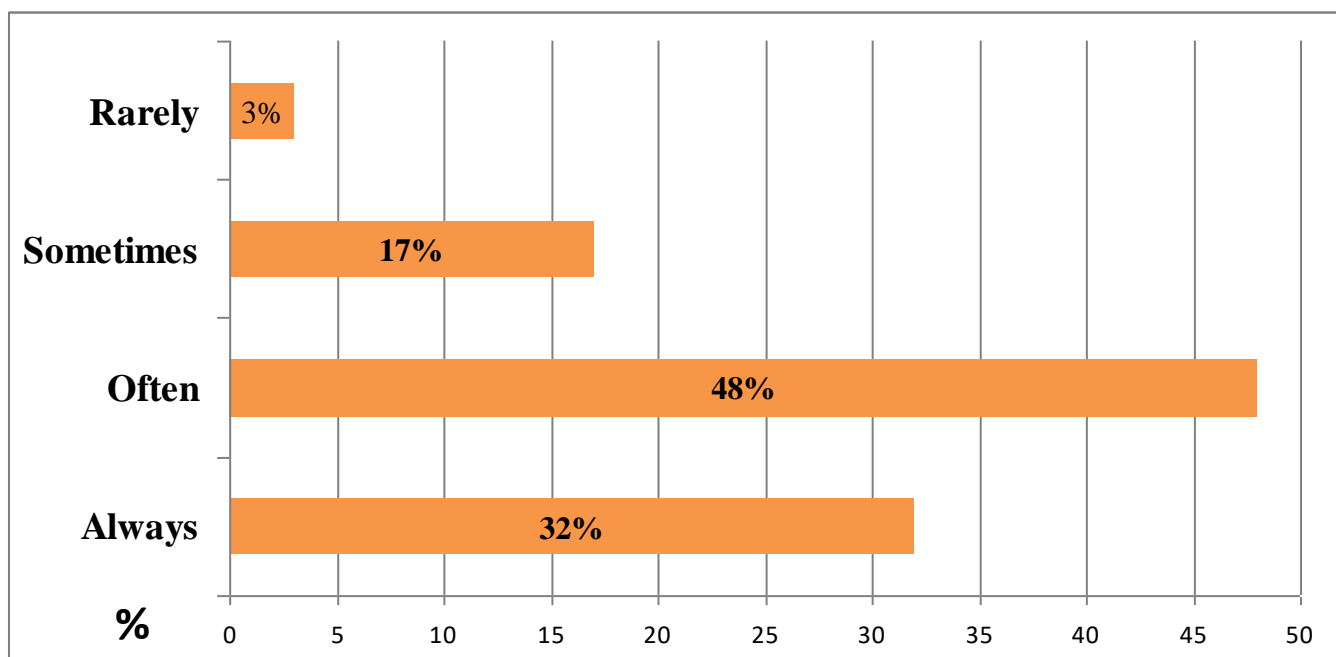
The chart shows a result of students' interesting in learning speaking English. Normally, the difficulties bore the learner. However, the survey shows the contrast. In spite of the difficulties of learning the speaking skill, 15% of the students still like this skill so much and 24% of them like it. There're 43% of students think speaking English is normal and 17% of them don't like to learn this skill. In fact, speaking is not as boring as many people thought. We can see in the chart, in the English class, learning speaking is still be interesting because many students like this skill and most of them think this subject is normal to learn. For them, learning speaking might be either interesting or boring or it depends on each lesson. However, there're 17% of students don't like to learn speaking English.



In conclusion, speaking English is a quite favorite subject of the students and it is also difficult for them.

### 3.3.1.2 – *The problems in speaking skill*

The below charts will show the students' real situation in learning English speaking skill.

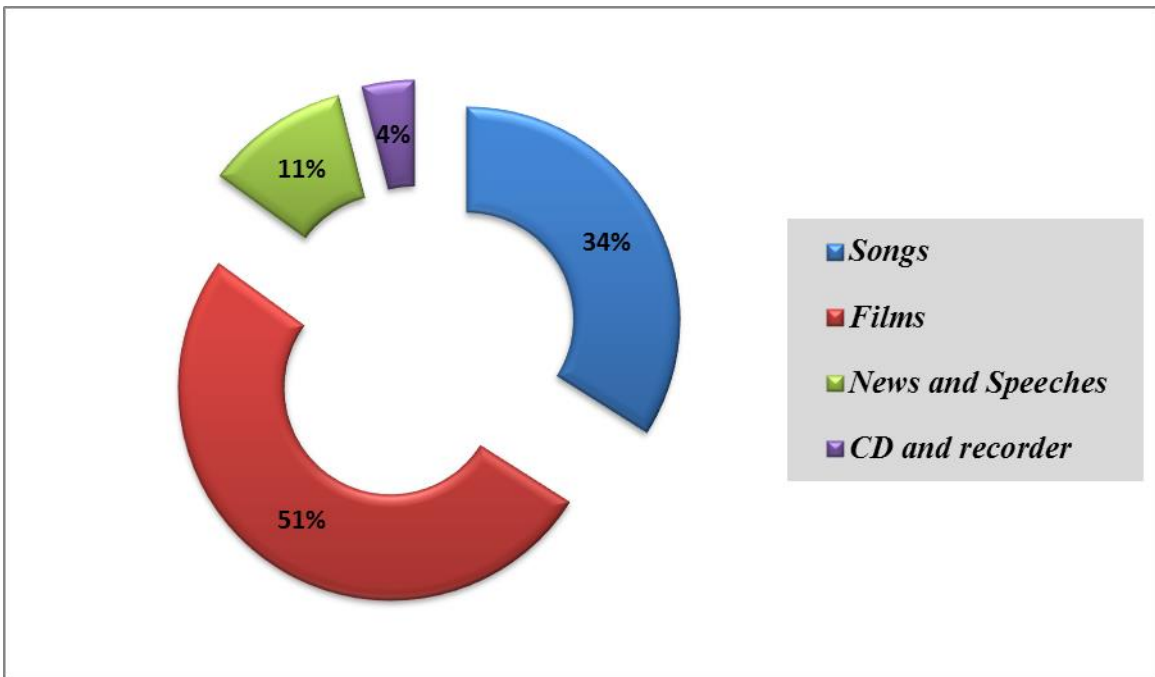


**Chart 4: The frequency of students having problems in learning English speaking skill**

The information in Chart 4 shows the frequency of students' having problem when learning speaking skill. According to the collected data, 48% students who are very often 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 need to repair this matter.

Extra speaking activities is a important factor effect student' speaking English level. So how much they care about these activities? The below chart will show us the result.



**Chart 5: Students' interest in extra speaking activities**

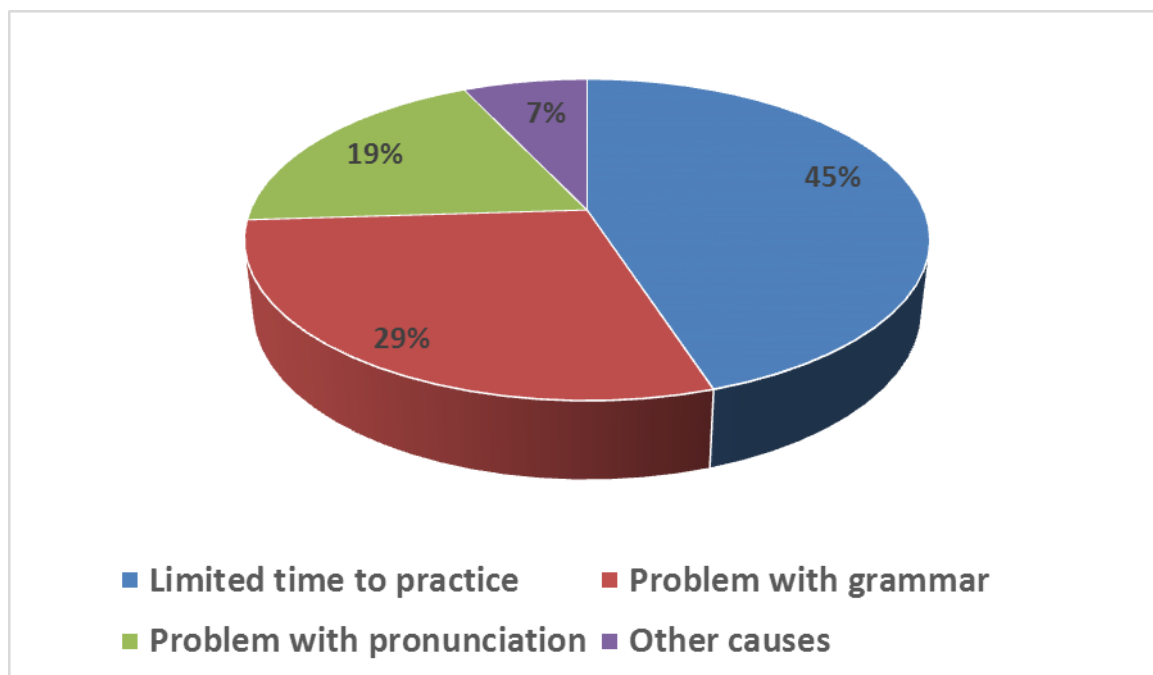
As it can be seen from the above chart, most of the students liked speaking through watching Films. Practising speaking by films are the most favorite activity of 51% of the students. In contrast to the films, only 4% students interested in CD and Recorder. In addition, there're 34% students often listen to music and sing the songs to improve their English speaking ability, the other students want practice by watching or listening to news and speeches.

The result points to a thing that entertained programs such as films or music make students feel enjoy and interesting. They can learning while relaxing in their free time, it make them relax and also practice themselves. Contrariwise, a few of students interested in watching news and speeches. May be young people feel that programs are quite boring so they don't mind them.

### **3.3.2 – Reasons affecting English speaking skill**

*The difficulties that students often have when learning English speaking skill.*

With the aim of finding the techniques to improve speaking skill for non-English major first year students, firstly, I want to find out the causes which make them difficult to learn English speaking. Below is the chart of the difficulties in students' speaking.



**Chart 6: Difficulties of students on speaking**

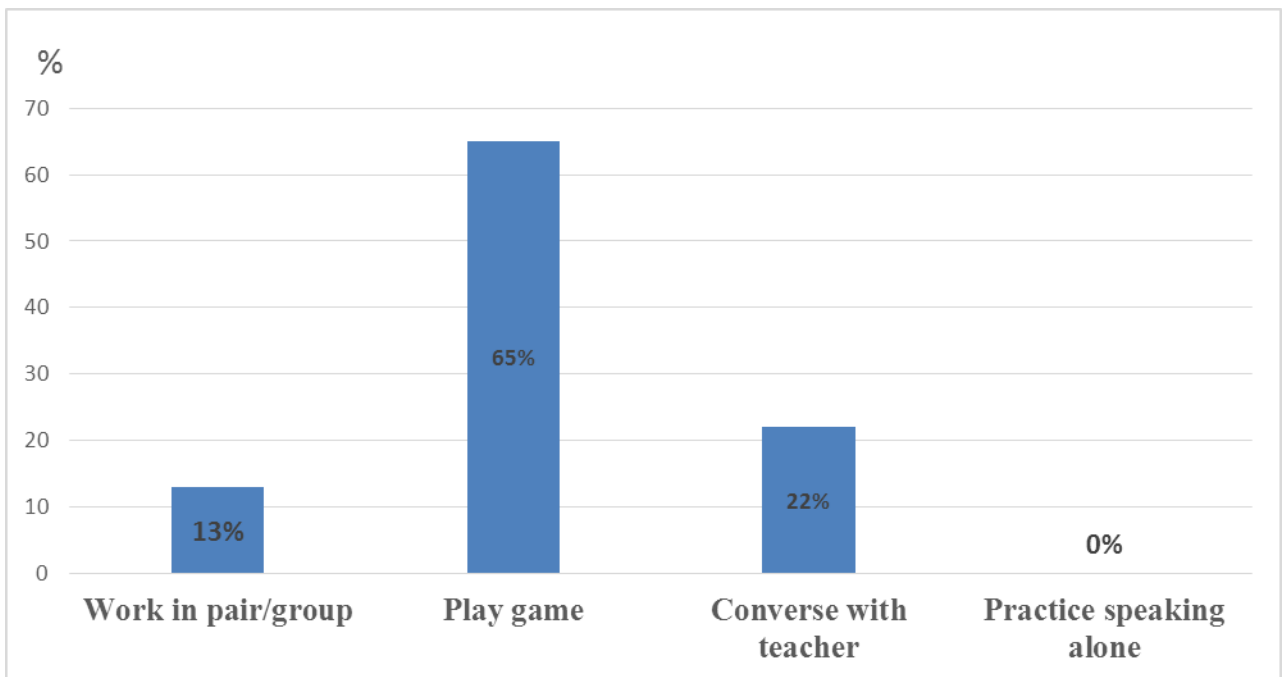
The chart shows that the pronunciation is not a big problem. However, there're 19% of the students still think this difficulty make them speaking English hard. 29% students think grammar is the problem and many students, 45% of them have troubles with time to practice. Finally, other causes is the last factor affecting students' speaking but these take a small percent of all, 7%. When I ask some students what is the other causes, they answer that there are interesting, the speed of speaker is too fast so they can not converse and the confidence.

The result shows that the big problem is practice time.

### **3.3.3 – Activities for improving English speaking skill**

#### ***3.3.3.1 – Activities students like in speaking class***

The next question in the questionnaire for students is about the activities students like most in speaking English class. The collected data are shown in the below table:



**Chart 7: The activities students like to do in speaking class**

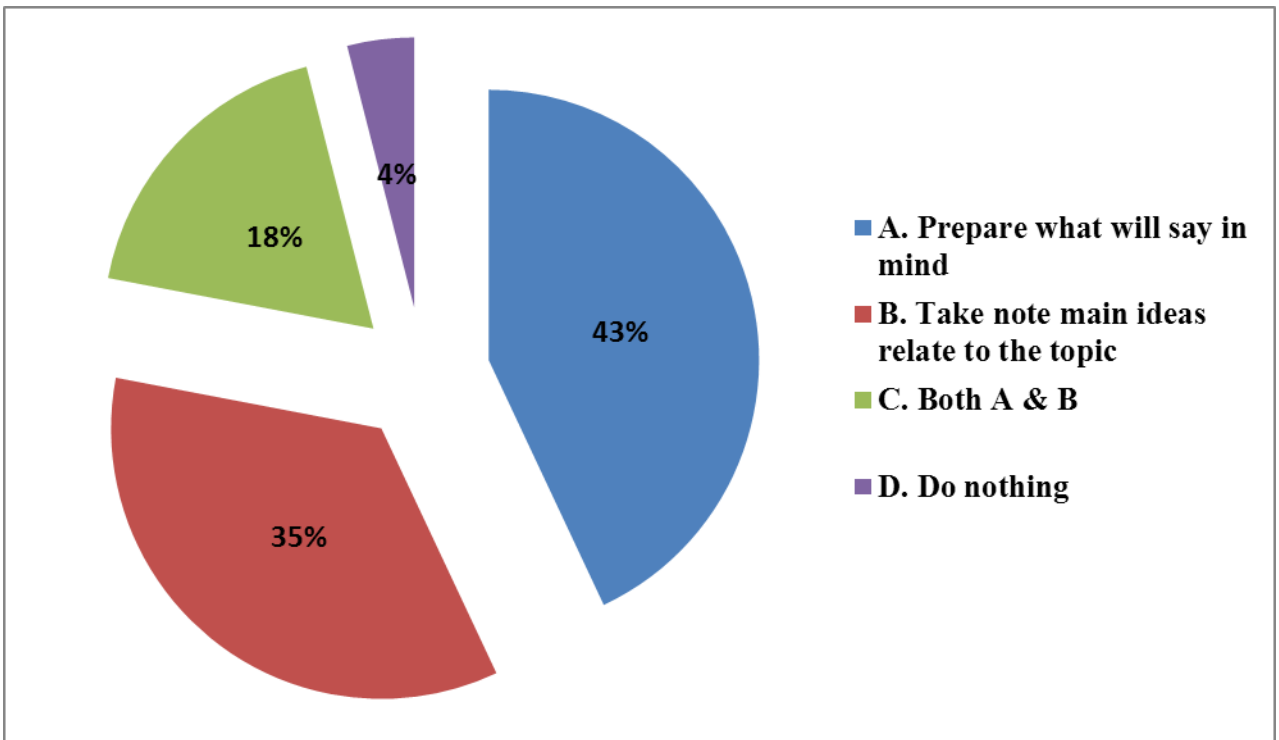
From the information in the chart, it can be seen that the most favorite speaking activities is playing game and conversing with teacher. However, the number of students like to play game is more than the number of students like to converse with teacher. A few students (13%) feel interested in working in pair or working in group in the speaking class. Besides, nobody want to practice speaking alone.

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, they want to communicate to each others about the lesson topics of that day. The other student shared: “I am interested in talking to teacher. It is a useful way to improve my English speaking ability, especially my confidence”.

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

### **3.3.3.2 – The activities students often do before and while speaking class**

In the speaking class, how they learned this skill. The following charts would express the ways they did it.

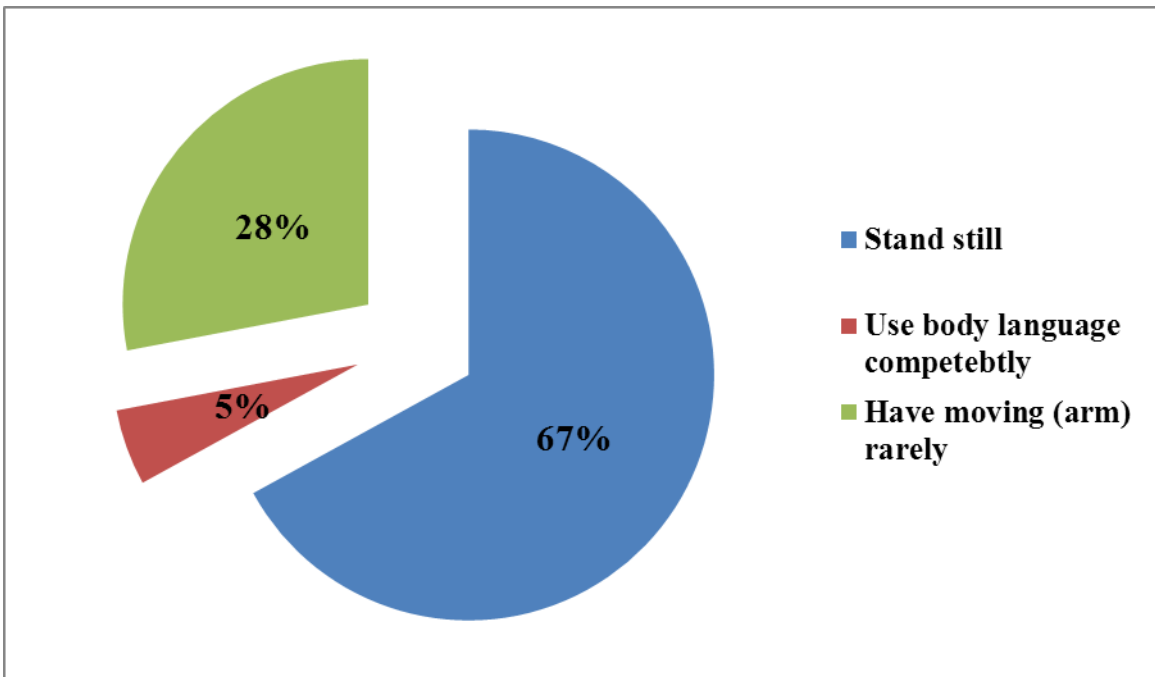


**Chart 8: What students often do before speaking**

The chart shows that many students (43%) in speaking class often prepare the content of the topic in 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 nothing before speaking.

In conclusion, preparing content before speaking is very important. It helps students can orientate clearly what they need to say and I am sure that the students have preparation will speak fluently more than the students do not anything.

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



**Chart 9: The activities students often do while speaking**

The chart shows that the majority of the students (67%) often stand still while speaking. This matter is not only happened with non-major students but also English major students. Besides, 28% students use body language but they just use their arm and a number of students can use body language fluently is very little (5%).

### **3.4 - Recommendations**

The students want to learn the speaking better, they themselves ought to try their best to reform the defection of learning speaking and to improve their background knowledge.

Today, there are many ways to learn English, to improve your speaking skills everyday, you should spend 5 to 10 minutes or more to practice yourselves. Even, standing in front of a mirror to practice, you can see the emotion in your face to practice easier. According to the survey, some students had habits of speaking is do not anything before speaking so when they start their conversation or answer section, they are easy to falter and can't say anything.

Moreover, outside the speaking class, students have to practice regularly such as

sing English songs, listening in VOA, watching foreign channels (such as HBO, CINEMAX) and learn the pronunciation & foreigner's speaking style. In addition, they must enrich themselves with general knowledge of the English speaking countries, English language, and social and cultural knowledge.

## **PART IV – IN CONCLUSION**

This chapter will deal with a summary of the major findings, limitations of the study.

### **4.1. Summary of the study.**

To reach to the aim at this study, the study was divided into four parts with each part's purposes. The first part brief introduce the study. The second part presented the overview of learning English speaking skill. The third chapter presented the research methodology and my findings of the approach to speaking through the questionnaires and interview. This last chapter is some recommendations and suggestions to improve English speaking skill at HPU.

### **4.2. Limitation of the study.**

Although the study has certain strong points such as collection methods, namely interviews, survey questionnaires for students, due to limited time, lack of sources, my ability and other unexpected factors, it is obvious that the study has a number of restrictions.

First of all, due to the limited of time and experience, I 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, my study only focus on the non-major first year students which take a small number of students at HPU. Therefore, the result of the study can't be generalized.

In addition, I could not cover all the aspects of difficulties.

In spite of the mentioned limitations, I hope that this study will contribute to the better learning English speaking skill of non-major English students in HPU.



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## Survey questionnaires for students

This survey questionnaire is designed for my graduation paper namely: “**A study on difficulties in English speaking skill of the non-major students in Hai Phong Private University**”. 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.

Thanks for your help!

### **Personal information:**

*1. Your gender:*

**A.** Male      **B.** Female

*2. How old are you?*

.....

*3. How long have you been speaking 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.** Normal

**D.** Easy

*5. Do you like English speaking lessons at class?*

**A.** I like so much

**B.** I like

**C.** Normal

**D.** I don't like

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

**A.** Always

**B.** Often

**C.** Sometimes

**D.** Rarely

*7. What activity you interest in extra speaking ?*

**A.** Films

**B.** Songs

**C.** News and Speeches

**D.** CD and recorder

*8. What difficulty of your speaking ?*

**A.** Limited time to practice

**B.** Problems with grammar

**C.** Problems with pronunciation

**D.** Other causes (.....)

*9. What activity you like in speaking class?*

**A.** Work in pair/group.

**B.** Play game

**C.** Converse with teacher

**D.** Practice speaking alone.

*10. What activity you often do before speaking?*

**A.** Prepare what you will say in mind.

**B.** Take note the main ideas relate to the topic

**C.** Both A & B

**D.** Do nothing

*11. What activity you often do while speaking?*

**A.** Stand still

**B.** Use body language competebly

**C.** Have moving (arm, head) but rarely