

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



ISO 9001:2015

KHÓA LUẬN TỐT NGHIỆP

NGÀNH: NGÔN NGỮ ANH – NHẬT

Sinh viên : Lê Trác Ban

Giảng viên hướng dẫn : ThS. Bùi Thị Mai Anh

HẢI PHÒNG – 2019

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**IMPROVING SPEAKING SKILL FOR ENGLISH NON-MAJOR
FRESHMEN AT HAIPHONG PRIVATE UNIVERSITY**

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

Sinh viên : Lê Trác Ban
Lớp : NA1901N
Giảng viên hướng dẫn : ThS. Bùi Thị Mai Anh

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: Improving Speaking skill for English Non-major Freshmen at Haiphong 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 Mai Anh
Học hàm, học vị: Thạc sỹ
Cơ quan công tác: Khoa Ngoại ngữ, Đại học Dân lập Hải Phòng

Nội dung hướng dẫn: *Improving Speaking skill for English Non-Major Freshmen at Haiphong Private University*

Người hướng dẫn thứ hai:

Họ và tên:
Học hàm, học vị:
Cơ quan công tác:.....
Nội dung hướng dẫn:.....
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Đề tài tốt nghiệp được giao ngày tháng năm

Yêu cầu phải hoàn thành trước ngày tháng năm

Đã nhận nhiệm vụ ĐTTN

Sinh viên

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Đã giao nhiệm vụ ĐTTN

Người hướng dẫn

Ths. Bùi Thị Mai Anh

Hải phòng, ngày tháng.... năm 2019

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: Bùi Thị Mai Anh

Đơn vị công tác: Khoa Ngoại ngữ - Đại học Dân lập Hải phòng

Họ và tên sinh viên: Lê Trác Ban Chuyên ngành: Ngôn ngữ Anh – Nhật

Đề tài tốt nghiệp: *Improving Speaking skill for English Non-Major Freshmen at Haiphong Private University*

Nội dung 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 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 CHẤM PHẢN DIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Lê Trác Ban Chuyên ngành: Ngôn ngữ Anh – Nhật

Đề tài tốt nghiệp: *Improving Speaking skill for English Non-major Freshmen at Haiphong Private University*

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 diện.

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Giáo viên chấm phản biện
(ký và ghi rõ họ tên)

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Hai Phong, Jun 2019

Le Trac Ban – NA1901N

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CHAPTER 1: INTRODUCTION

1. Rationale

Nowadays, it can not be denied that English is becoming the common tongue of our global village. Whether you live and work in an English speaking country or need English for travel and fun, English is the door to success and deeper understanding of our quickly changing world. Therefore, teaching and learning English is very important and necessary because mastering English is the best and the shortest way for us to have a great deal of opportunities to reach the success of life. The English learner, from elementary pupils to students, from worker to government employers study English with the interest and enthusiasm. But Vietnamese students, especially the English Non-major Freshmen have a lot of difficulties in learning and practising English speaking skill. They often fall into confusion when speaking English because of lack of professional knowledge, confidence and the good learning method as well. Besides, the passive learning environment with the same and boring lessons without the interesting activities like practical experience, meeting famous people.... prevent them from practising and improving English. That is the main reason why they do not get the effective result in learning English, especially the English speaking skill.

Due to the above mentioned , I have made a sketry presentation on some effective method of studying English with the hope that this can help the first year English non-major students at Haiphong Private University will study English better in the near future. That is the reason why I decide to choose the research with the title: *Improving Speaking Skill for English Non-major Freshmen at Haiphong Private University.*

2. Aims of the study and the scope of the study.

2.1. Aims of the study

My study is about to help the first year English non-major students at Haiphong Private University improve their speaking skill through many activities and to prepare for them to the basic knowledge of speaking skill with higher requirement for the next graders. To summarize the above, my study is aimed at:

- Review background knowledge of speaking
- Find out reality of teaching and learning English at Haiphong Private University.
- Find out helpful techniques for teaching speaking lessons which turn students' attention into the lesson. The students will feel interested, enjoyable and funny when they take part in the speaking lesson.

It should be noted that this paper shouldn't be considered exclusive to English non- major students at Haiphong Private University. In fact, the fundamental concepts and result of this paper can be applied to most English learners.

2.2. The Scope of the study

There are so many kinds of material resources that requires a lot of time and effect while my personal experience is limited. Therefore, this study can only focus on study some effective techniques in studying English speaking skill, especially through the interesting activities for the first year English non- major students at Haiphong Private University.

I hope that this study will help the first year English Non-major improve their Speaking Skill and have more confident when speaking English.

3. Objectives

The main goals of this research are to find out how to improve English Speaking skill for not only the Freshmen in HPU but also everyone, find out

some method, activities that help student have more exciting when learning English Speaking lesson.

4. Research questions

In order to achieve the aforementioned aim, the researcher has set the following specific questions:

- 4.1.** How to improve the speaking skill through interesting activities
- 4.2.** How to get more confident when speaking skill

5. Method of study

To finish this study, I myself carried out some following methods

- Look for information on reference books and websites
- Attending English speaking periods at English Non-major Classes at Haiphong Private University.
- Interviewing and conducting the survey questionnaires for the first year English non- major students at Haiphong Private University with a point to find out their recognitions, attitudes of the matter and the difficulties they encounter when practicing English speaking skill.
- Basing on my personal experience from my under graduating time in the university through speaking skill at class.

6. Design of the study

A table of contents with pages numbers in which they are presented with help readers have a clear overview of the research proposal. It also helps readers find the part they need more easily and quickly. The study contains of two parts:

- Part I: Introduction are literature review, aims, scope, methods and the design of the study.

- Part II: The development of 5 chapters:
 - The first chapter provides readers the overview of speaking skill through the interesting activities like practical experience, meeting famous guys...
 - The second chapter is Literature Review which provides readers the definition and purpose of speaking skill.
 - The third chapter is the methodology: This chapter will show the Participants, data collection instruments and data collection procedure.
 - The fourth chapter is the part we solve the problem. This part will answer the question, survey and major finding to improve the speaking skill for the first year non-major Freshmen.
 - The fifth chapter is the Recommendation and conclusion which summarized all the presented information.

CHAPTER 2: LITERATURE REVIEW

1. Speaking skill

1.1. Definition

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Department Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language itself. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

- Speaking is the productive skill. It could not be separated from listening.
- When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

- Harmer, (in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major stages, those are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity.

- Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity.

Therefore, Clark and Clark said that speaking is fundamentally an instrument act. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

- According to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*". It means that speaking as the way of communication influences our individual life strongly.

- From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

1.2. The purpose of speaking skill though interesting activities

Speaking is usually the topic priority probably the most important aspect of the language for communication and students enjoy it. Furthermore, speaking activities improve the atmosphere in the classroom, group dynamic and help build a rapport among students and between students and teachers. Speaking

activities are also a good indication of student's strength and weakness. When we speak English as a foreign language, it is not simple to repeat what the teacher say. Students have to use activities in speaking as a tool to perform oral tasks with real motivation behind them. When given a purpose, spoken activities are much more rewarding and engaging not to mention motivating.

CHAPTER 3: METHODOLOGY

1. The reality of learning and teaching English at Haiphong Private University

In my opinion, teaching is interdependent relationship between the teacher, the aids that he/ she uses and the students. In addition, learning and teaching conditions are also very important. All these are the factors that decide the success of the lecture.

1.1. Teachers

Haiphong Private University has a large teaching staff with lots of experience and enthusiasm. All of them are graduated from University in, most of them are M.A. They are interested in teaching profession and always find out many ways to give their knowledge to students. They want their students earn all of the knowledge and do it in real. They also define clearly the importance of education for the human development and get to know student's expectations. Therefore, they are all enthusiastic, responsible in their work and try their best to give the most effective lectures to students. But, some of them still have the traditional teaching method such as: teaching speaking with the old topic, the passive lectures, teaching without activities.... Therefore, besides the high quality, teachers should apply some interesting activities in the lecture to draw the attention and the interest of the students.

1.2. Students

In reality, the number of the English Non-major Freshmen in Haiphong Private University is too big in a class, approximately 45-55 students, even higher in each class. Their major maybe Electricity, Economy... Their jobs do require English, but they have to learn English to pass the semester. It is the fact that they have just left the high school and they come from different places and experienced different learning condition. There still have many passive students

with the lessons, that is the most difficult problem when they learn at the new environment. Maybe they learn English in high school but not well. Their basic English, therefore, not equal. However, they begin to acquaint with the new learning environment at university and are fully aware of the fact that English is really important and necessary for their future work. As a consequence, their attitudes toward learning English seem to be serious.

1.3. English teaching and learning condition at Haiphong Private University.

At Haiphong Private University, each classroom of the first year English Non-major Freshmen is equipped with a radio and many cassettes in English lesson. But they are totally out of date and cannot be used. When we have speaking lesson, we have to go the equipment room to take the common Cassettes and Microphone. Many teachers even buy a small microphone by themselves. Sometime that equipment also can be use. It's inconvenient. Nevertheless, the teachers sometimes use projector to make English lessons more interesting and effective. Teachers often organize English contests encourage students to express their abilities. Moreover, there are many useful activities such as organizing some small festivals such as: Halloween, Christmas, Valentine, etc. to play together, exchange knowledge and relax. Sometimes, they have many chances to talk and study with foreigners. This is an outstanding advantage and a good condition to help them improve their English-speaking skill. Besides, they can learn the way of communication of foreigners rapidly. It can be said that, the study conditions are quite enough and convenient for students to study English effectively. These factors have great influence on the results of the students in general and the first year English non-major students in particular. In fact, they have just graduated from high school to study in a brand new condition – it is at University. Certainly, their English

is very common and poor. They do not have much knowledge about any specific fields, especially the speaking skill. With the textbooks interact with some funny extra- activities, they are taught according to specific topics in order to practice and improve the speaking skill. Therefore, they have more opportunities to widen and improve English speaking skill.

2. Data collection instrument

2.1. The Survey Questionnaire

The survey was completed by the contribution of 50 first year students from different classes at Haiphong Private University. This study was conducted in the May of 2019. In this period, students has been applied for most of subjects. All the Freshmen are preparing for the examinations. Teacher like to encourage their students studying lesson beforehand and practicing English speaking skill harder through any kinds of activities. Through the interesting activities in the class, students and teachers as well can discover the ability in speaking English of the students. Therefore, base on this ability, they can have the new methods to improve the speaking skill of students the best 50 English Non-major students were found to voluntarily participate in the study. All these students have passed the entrance-examination to HPU. 14% of them are excellent in the entrance- exam (getting mark 8.5 and more), 20% of them have very good result (getting mark 8), and 20% are good one. (getting mark 7); 46% are not good (getting mark 5-6) The purpose of the questionnaire. The survey is a very important part of this assignment because it provides the data and information about the studying speaking skill of the first year English non-major students in Haiphong Private University. Its aim is to do research students' attitudes and expectations about studying English speaking skill through the interesting activities.

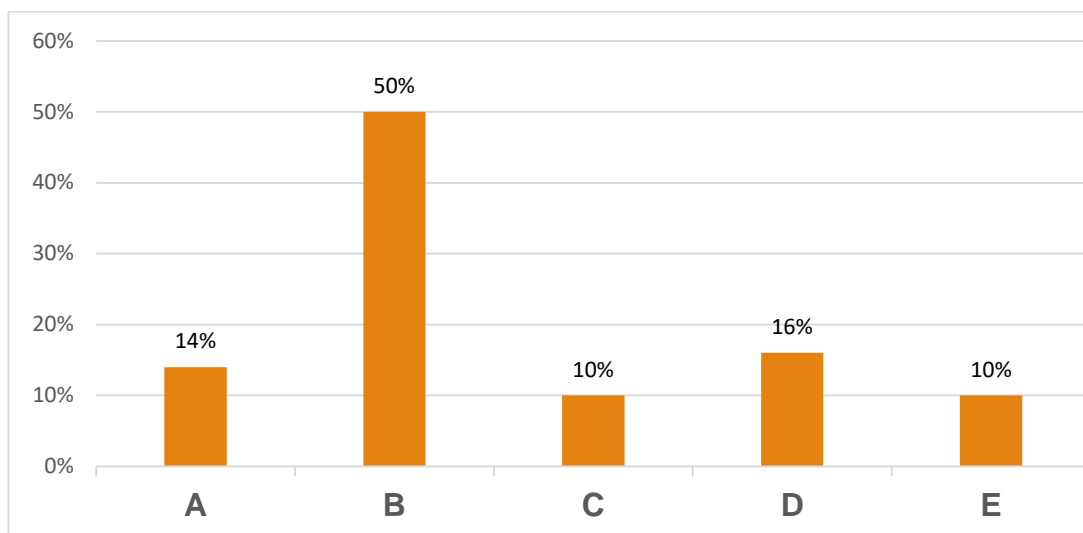
2.2. The design of the survey questionnaire

The survey questionnaire includes 11 questions (in English) and they are numbered from 1 to 11. In the question, there are 3 or 4 options. The informants can choose more than one choice. The questionnaire is parted into three parts: The first section (questions 1, 2, 3,4 & 5) focus on students' interest in learning English and how they think about four skills with three or four choices in each question. They are marked from A to D. The second section contains two questions (questions 6, 7 & 8) give their attitudes about the English teaching methods at Haiphong Private University. The third sections with 3 questions (questions 9, 10&11) asks students some good techniques to teach a speaking lesson applies in the class. 21 From this survey, I can find out an appropriate method of learning ad practicing English speaking skill. The survey is used for my study "Improving speaking skill for the English Non-major Freshmen in Haiphong Private University."

2.3. The data analysis

After the survey was implemented, the statistics were totaled up and indicated though out the following nine charts. Each chart shows us the number of students who choose the most suitable answers for them in each question. This number is counted in percentage unit and the kind of chart are bar chart. The data can be easily seen in the chart, and in the right of chart are the explanations.

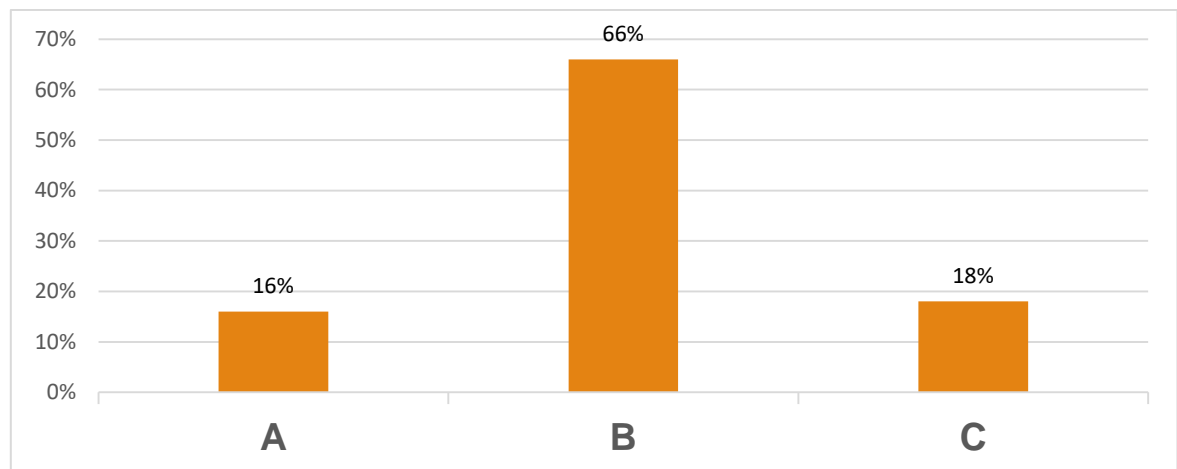
Student's interest in learning English.



Question 1: Do you like learning English?

The chart above shows us the difference between students in the interest of learning English. It is realized that the number of students who choose A, B, C, D and E in the chart above. From the chart, we can see that the number of students who choose is over five times as much as ones who choose A, six times as much as ones who choose C, nearly 3.5 times as much as ones who choose D. This result is not a surprise. This proved that they are totally aware of how English is interesting and important to them. There are many different reasons which can be expressed like this. English is an international language which is used all over the world. Today, English is applied in every fields in life because of the advancement of society. The more you study English, the more chances you have. On the other hand, it means that better English, better life. However, the number of students who do not like and hate learning English are still at the high rate because it occupied 26% (16%: Do not like; 10%: Hate) in out of 100% or we can say in another way that one fourth of the students do not pay attention to learning English. To the question “Why do you hate learning English?” many students said that English is a difficult subject because it is

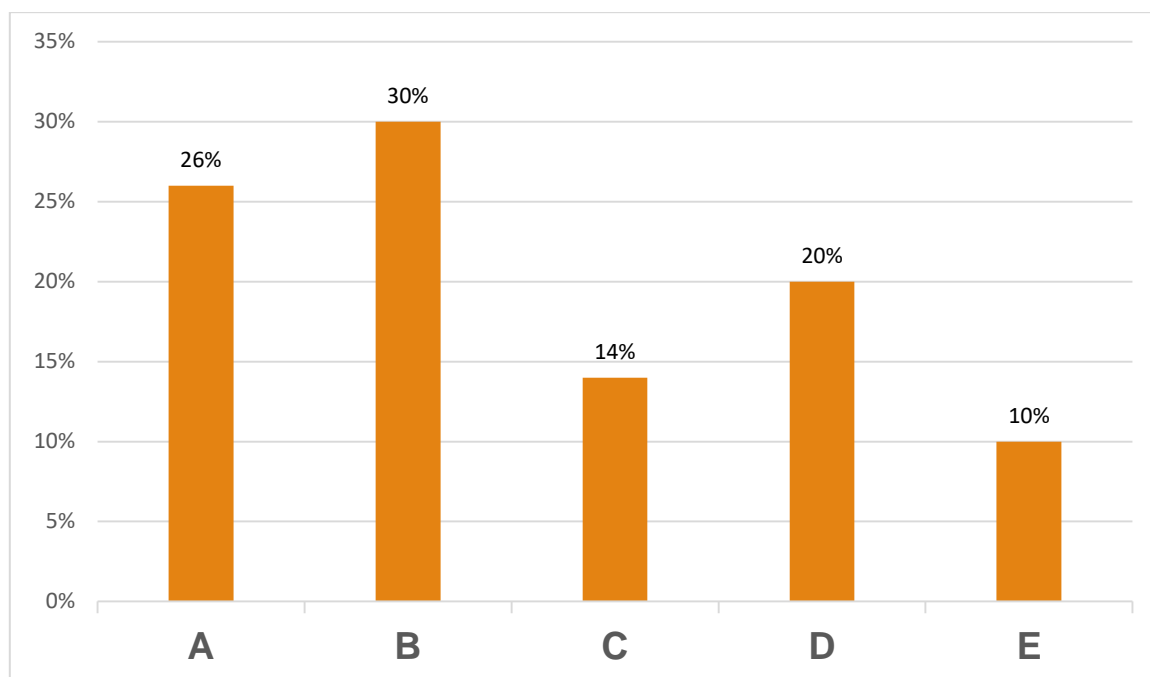
quite strange to them so they did not know how to learn it. Especially when they meet difficult exercises that could not ask their parents for help so they got bad marks. Therefore, they not only hate it but also afraid of it. Thus, the question is that how to take advantage of the interest of learning English in order to improve their studying and how to make the learning process interesting so as to attract students to this subject. If we can give the answer for these problems, students will learn English better. Meanwhile, there are 10% students are somewhere do not like and do not hate learning English. They even know the importance of English. If they can understand how it is necessary for life, they have to learn English. Although it is only a small amount, it shows us that they only consider English as other subjects and there are may be nothing special in learning English at university.



Question 2: How long have you been learning English?

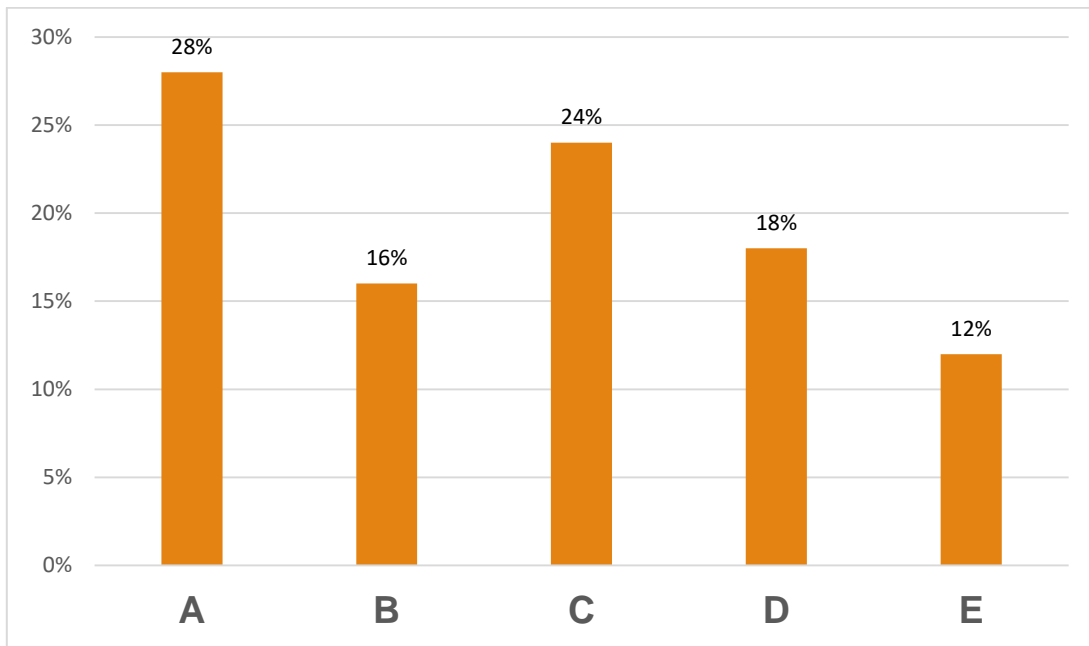
The chart show us that 66% of participants answered they have been learning English five years, some of them accepted they have been learning less than five years (18%). Students in Vietnam, who have to learn English from primary school to high school, but a number of them don't like English and they don't care about it. It is quite a long time for each student. It is proved that learning English has become a very important task and the great concern of everyone. English is an interesting subject which attracts a great number of

students. Moreover, it is a compulsory subject in most schools from primary schools to universities as well. Thus, they are fully aware of the fact that English is really important and necessary for their future jobs. They may use English to do work as an interpreter or a translator. This requires a certain English knowledge.



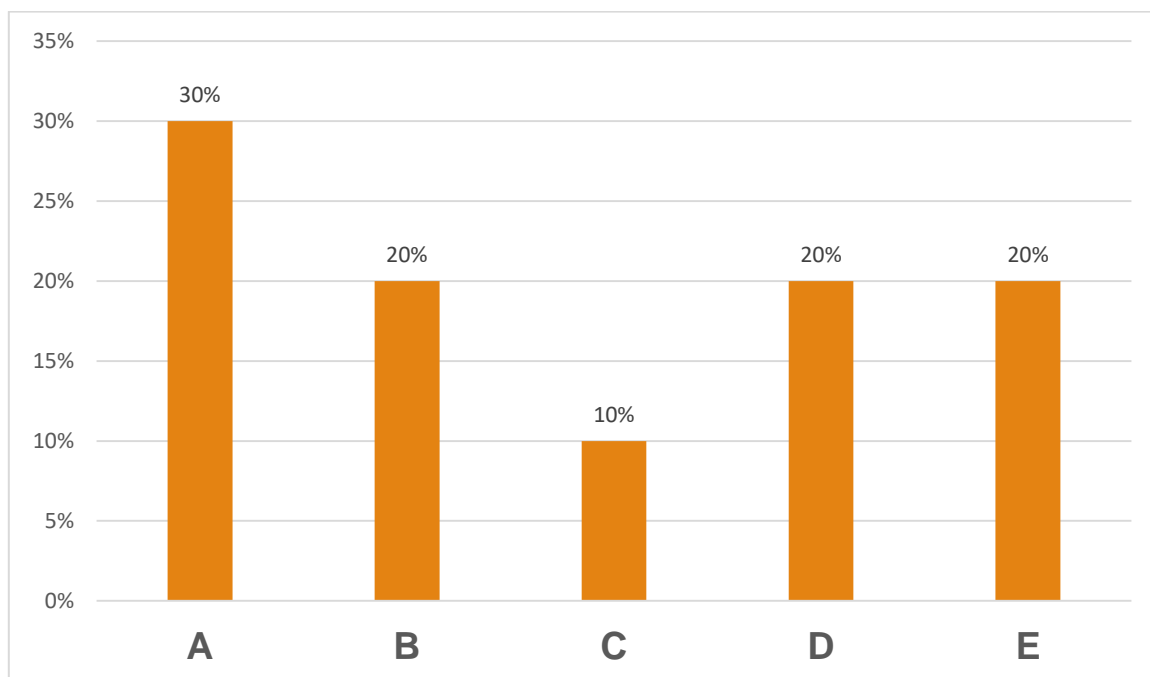
Question 3: Which skill do you like most in four skill?

This is the chart that helps us know which skill in the English lesson students like most. From this chart, we can see that those who like speaking is nearly equal with those who like reading. Whereas, the amount of students who like speaking is over three times as much as the rate of students who like listening, 2.3 times as much as the rate of students who like writing. And only small amount of the students (10%) like all four skills. These statistics show us that the number of students who like speaking is the highest. I think without three skills (Reading, Listening and Writing), they cannot speak English well. And know that's difficult when they have to learn all of them, but it's necessary. And when they finish it, speaking lesson will attract students much.



Question 4: Which skills is the most difficult?

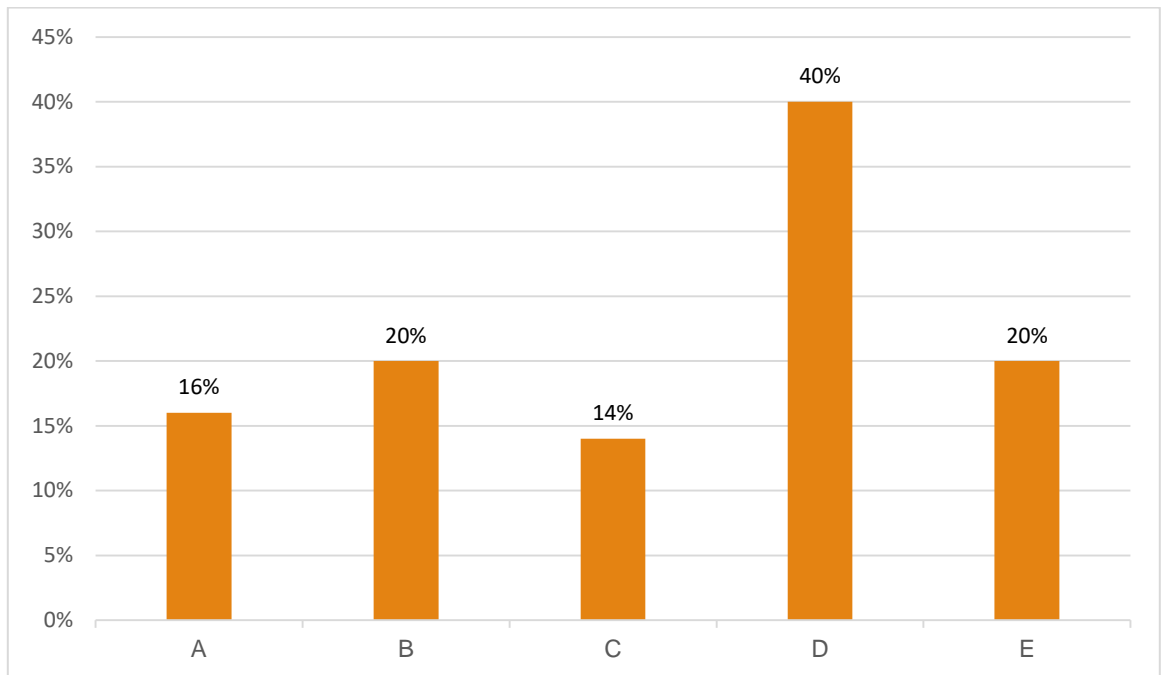
The chart 4 gives us the answer for the fourth question: “Which skill do you think is the most difficult?”. It is very surprising to know that 28% students think Speaking is the most difficult skill. In comparison with the amount in the chart 3, students like speaking skill most, but they think Speaking is also the most difficult. So, why students suppose Speaking is the most difficult skill? Some interviewed students said to me that: “There are so many kinds of speaking which are too difficult for them so they do not know what should speak and how to practice. Sometimes they can listen English but they get nervous and can’t talk with their mouth. They have difficult when they brainstorm, and after that, how to show their idea by English, that’s big problem. Having confidence and talk clearly that is big question. Although they can understand the topic of speaking, sometimes they cannot speak out their ideas and their attitudes as well correctly.



Question 5: What do you think about the speaking lesson?

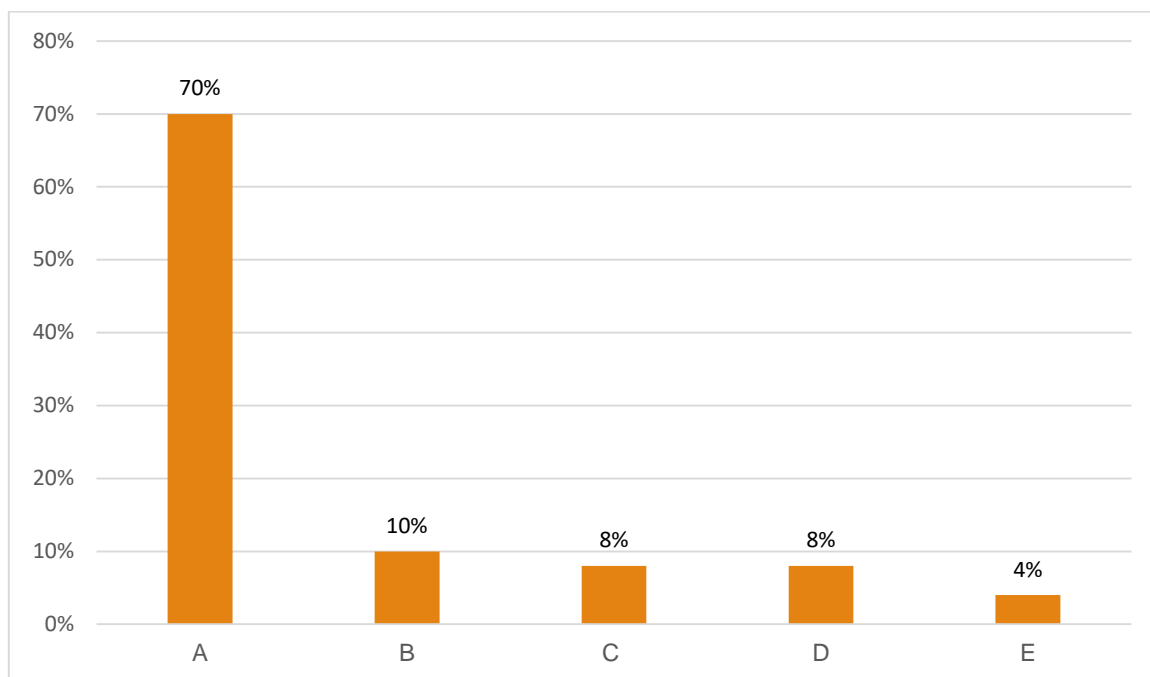
The result indicates that 50% the students faced up with difficulties in learning speaking lesson. Additionally, when being interviewed, a large number of students said that “It is too difficult to present their ideas and thinking as well”. Normally, they don’t usually practice English speaking and without right methods. So that, the result they get is not high and good and students have to spend much times to practicing English speaking skill. Naturally, 20% of them feel boring with speaking lesson while only 40% of them find speaking lesson is easy and interesting respectively. This leads to a situation that students do not pay attentions to the lesson and many knowledge. All the questions above are about the interest of learning English of students and how do they think about four skills in English, especially Speaking Skill. From that, we can find how do they learn English in the class and we also need to know how they prepare a speaking lesson at home. In order to know exactly about it, we have another questions and the following chart will show the answers of them.

2.3.1. The way of learning and teaching a speaking lesson



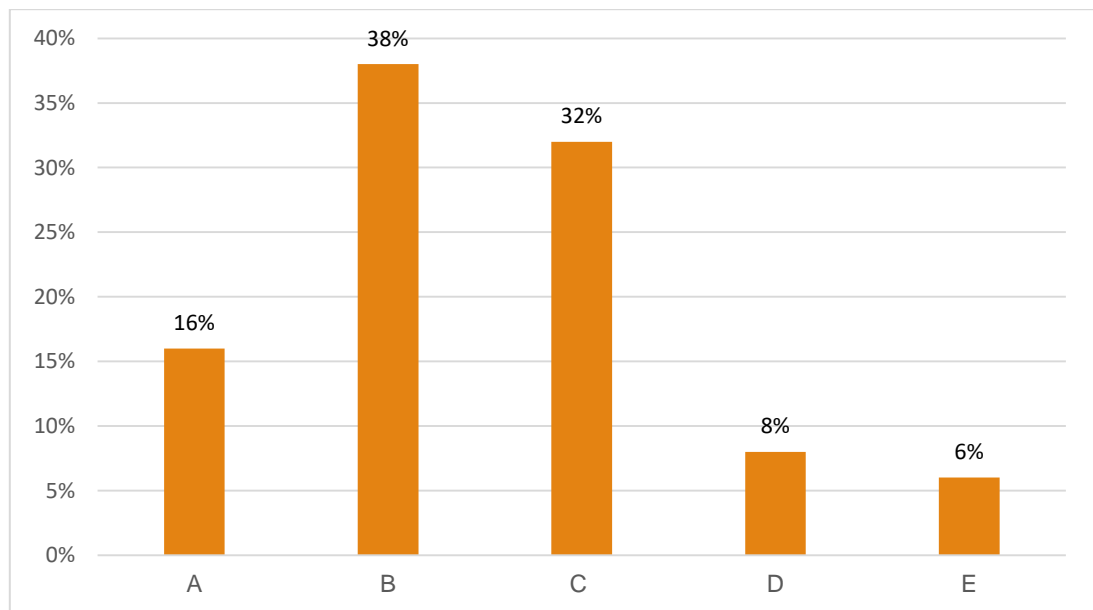
Question 6: Do you feel excited about the current method?

Because of the lack of teaching aids, conference books and the limited of creativeness in each lesson, so the number of students who do not like the current methods is different. 74% of students think the current methods are not satisfied. They want to enjoy English in another way that are not grammatical lesson, making a sentence ...anymore. And the result agrees with the current methods just only 35%. Maybe, they found a new method for themselves and don't want to share with other people. And they have no idea when answer my question. We need to change it for everyone.



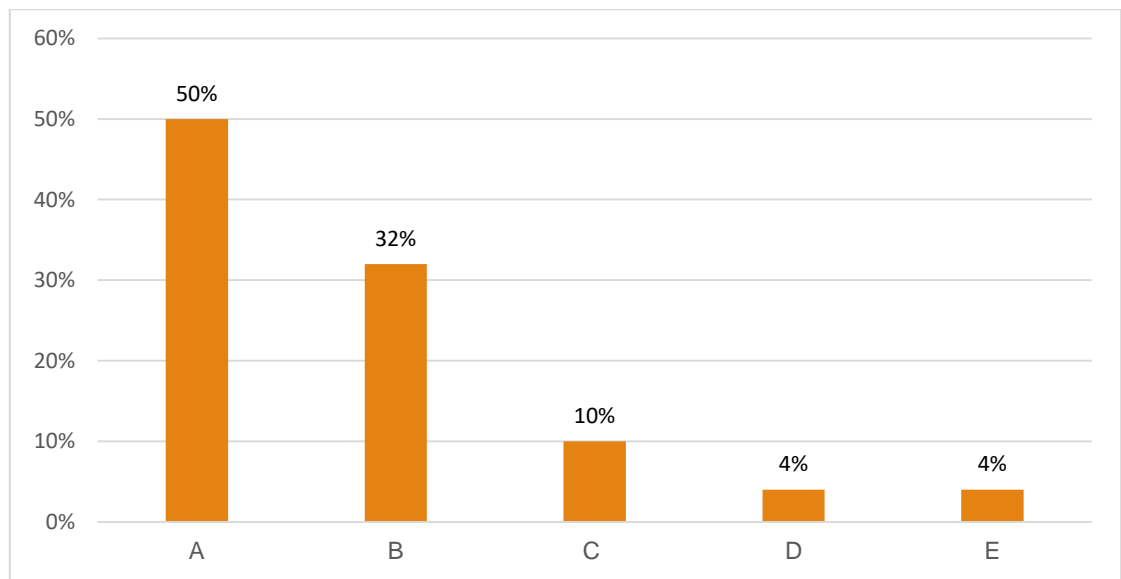
Question 7: Do you want to have a new creative English teaching method?

Look at the chart, above with the question: “Do you want to have new creative English teaching method”. 88% of students say “Yes” while 12% of them say “No”. So, I decided to have an interview with these students who say “No” with this question and they said to me that: “I think I can understand 80% of my teacher’s lectures and I am satisfied with this method”. But, after a while, they said to me: “But, if the new creative method make us feel excited and easily understand, I think it is acceptable”. To demand another teaching methods does not mean they dislike traditional one, but it means students hope to have new creative way to learn English better. So, I think, applying more activities in teaching English speaking for students is very necessary, especially for the first year English non - major students. Students will like English periods more and teachers will feel more comfortable in each lesson.



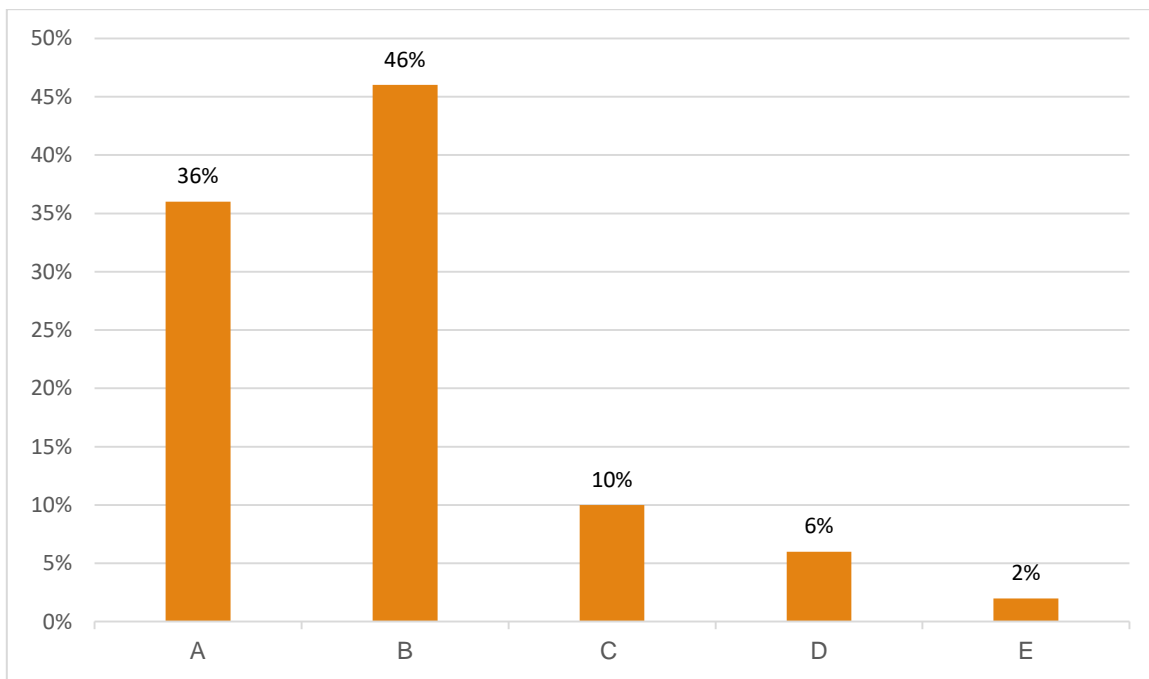
Question 8: “Do you do the task in speaking lesson at home in advance?”

This chart is very important and helpful because it helps teachers understand better about the students’ habit of preparing learning English, especially the speaking lesson. When learning a speaking lesson, it is very necessary to do the tasks in advance. This activity help students be active in learning. The number of students who usually prepare the tasks in advance is 54% (often: 38%; and very often 16%). These statistics prove that over a half of students prepare lesson at home. Although doing the tasks at home playing the important part in learning speaking lesson, there are still many students who sometimes or rarely even never prepare the lessons at home. It is the reason why they often think speaking is the most difficult skill. From these statistics, the problem given that we have to encourage students to prepare lessons at home in advance.



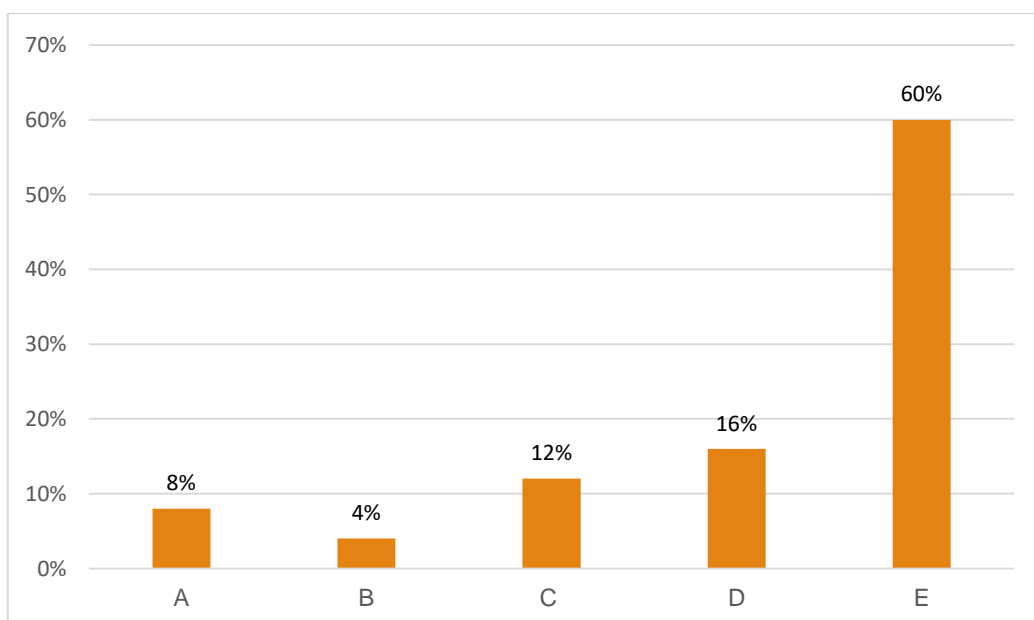
Question 9: Studying English speaking through interesting activities is an effective way, creating a pleasant atmosphere in class.

To answer this question, all of questioned students agreed and strongly agreed but only 3% of them undecided and 5% of them are not agree. From this, we can see clearly that studying through interesting activities is considered the most favorable method. Playing a game, or making a role play appears attractive to the pupils; contrasting with traditional method, it will make the atmosphere in class better. So, it is suggested that teachers should use this method in teaching English speaking in order to make students find these advantages of this method.



Question 10: Learning English through funny interesting activities is a good way for students to work in group.

Students are likely to be passive learners when they receive lectures only in the classroom. On the contrary, small group discussion could stimulate students to be involved in the active process of constructing knowledge. Furthermore, during group discussion, students will learn from each other, whether consciously or unconsciously. When learning in groups, many good ideas appear and let students help others do the tasks easier. Looking at the chart above, I find that almost students agreed and strongly agreed (92%). Working in a group with the extra- activities seem to be a new kinds of learning for students, so the number of disagree and undecided students are 6% and 2% respectively. So, when the teachers use this method, they must pay special attention to improve activities in group in class.



Question 11: How often do your teacher hold the interesting activities in teaching speaking?

It can be seen from the chart 11, the teacher do not have a habit of holding extra activities in teaching. It means that the teachers hardly create an exciting atmosphere in the class. Their lectures, thus, sometimes do not attract students. So, this method is considered as an interesting method to make students pay attention to the class. Therefore, teacher had to find out the suitable methods to teach effectively.

3. Summary

As a result of all questionnaire, we can understand a part of learning English in Haiphong Private University. We know the difficulty and advantage of students when they learn English. Reading skill is the most difficult skill among four skill of English and we know that speaking skill is favorite skill. We have to change the current method because it's obsolete

and the students do not want to keep learning by that method. They want something new, more interesting and more effective. So that, leaning English through interesting activities is good way to change everything, we work in group, we have homework done together.

CHAPTER 4: FINDING AND DISCUSSIONS.

1. Some suggested techniques and interesting activities to study English Speaking skill for the English Non-major Freshmen

Current situations of learning and studying English speaking skill in Haiphong Private University have been unfolded. Through the study, it is found that techniques in students' favor are not frequently used by teachers such as using pictures, games, mime and gesture, hues words, role play.. In fact, there are also some interesting techniques for studying English speaking skill; for example: studying form online website on internet, listening to the news on TV, reading newspaper, talking to foreigners....There are really simple and popular ways to study English speaking with a better result. Each of them can be applied many small techniques. For the limitation of this research, I only present the capability of some techniques in studying English speaking skill. The capability will concentrate on some suggested techniques to help the English Non-major Freshmen have more pleasure and effectiveness in learning speaking skill.

1.1. Interesting activities

1.1.1. Interview game

- Type of games: Interviewing
- Classroom management: Group work.
- Time: 12 minutes
- Require: Pieces of papers.
- Procedure:
- Divide class into small groups of three. One of them will be a journalist who wants to interview classmate about their music taste. The journalist has make

a question for 2 students some questions and fill in the table for his/her later article

- Students can change the role of time permits
- After 8 minutes of interviewing, teacher calls a name of some groups to make presentations on what they have done in group.
- Teacher gives comments and corrects errors.

Related to the statement, presenting three advantaged of using the Interview in classroom, which are:

1. Interview activities are motivating and challenging
2. It make students have more confident when they talk to each other
3. It helps students share their emotion, habit, favorite music and make everyone know each other.

1.1.2. Challenging game.

- Type of game: Challenging game
- Time 15 minutes
- Classroom management: Work group
- Procedure: The teacher splits the class into two teams. The teacher gives topic has the key words. The key word can be everything, but it is not too big and too small. Two teams huddle within 30 second to give words relates to this topic and turn to challenge your team. Which team is more challenging than the number of words spoken before?

If one person say enough and the right amount of challenge is scored one point. If students say one wrong word or saying one word that does not belong or not say enough times. It will lose the challenge and points will belong to the other team.

After makes a question for students and give words then requires students write report to the class what have learnt about that place.

Then make a question for students to read a low their report.

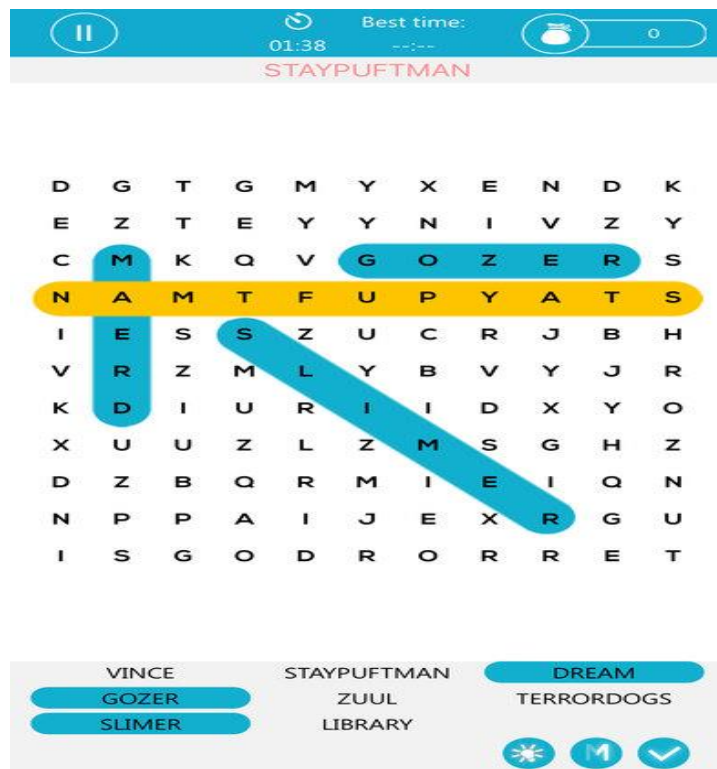
Related to the statement, presenting some advantaged of using the Interview in classroom, which are:

- Games provide language practice in the various and integrated language skills.
- Games encourage students to interact and communicate to each other
- Games create a meaningful context for language that is being learned by the students.

In conclusion, games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. Games also can be used in giving practice in all language skills and the use to practice many types of communication which is in line with objectives of the speaking skill.

1.1.3. The word search game

Through this game, students can enrich their vocabulary and then use them to improve speaking skill. If they have a rich vocabulary, they will be able to speak English better, more quickly and exactly.



1.2. Improve speaking skill through storytelling and sing a song.

- **Story telling interesting activities**

- **The advantages of using storytelling**

Storytelling has many advantages that has shown in the fact. It allows students to internalize importance aspects of story beginnings and endings, settings, characters and plot lines. It provides practice in expressing ideas in thought units using colorful and descriptive language, developing ideas in sequence and choosing effective action words. Storytelling also encourages students to experiment with voice, tone, eye contact, gesture and facial expressions. It also lets them practice techniques for holding audience attention. Storytelling encourages reading motivation and aids listening comprehension. It can lead directly to story writing. Through storytelling, developing the imagination can empower students to consider new and inventive ideas. Developing the imagination can contribute to the self-confidence and personal motivation as students envision themselves competent and able to accomplish their hopes and dreams. Besides, storytelling is a gentle way to guide young people toward constructive personal values by presenting imaginative situations in which the outcome of both wise and unwise actions and decisions can be seen.

- **Advantages of using story telling:**

- Stories can be devised to suit local situation, such as particular problem facing the community.
- Stories can evoke immediate responses and discussion from the listeners.
- Storytelling is free; it requires no costly resources and can take place in any location.

- Stories can be told in the local language (audience does not need the literacy skills).
- Storyteller can reach all community members including those (such as girls and women) who are often left out.
- **The procedure of storytelling**

A: Before storytelling

As an introduction to storytelling, students might tell riddles, jokes or personal anecdotes that have some story elements. In each case, practice beforehand is required and close attention must be paid to the conclusion or punch line. To ease students into the practice of storytelling, the teacher might suggest that they make up different endings to stories that are old favorites and tell them to one another. After a story is read aloud, an individual or group could create an add-on story and tell it. Another introductory activity is having students recall one incident in a story they have read and telling about that incident as though they are one of the characteristics involved.

- The following guidelines apply to storytellers in general (teacher and student):
- Choose a story that you like that enables you to use words you enjoy and communicate enthusiasm to your audience.
- Look for a simple, direct story in which the plot unfolds crisply and the characters are few.
- Memorize only refrains or phrases used for special effect.
- Record yourself reading the story aloud and listen to the tape several times. Divide the story into sections, constructing the divisions in a way that will make sense to the listeners. (Example: use a storyboard, an outline, a diagram, or story map).

- Visualize the setting and the characters (e.g.: close your eyes and image each location; and detail of color, shape and light...).
- Next, in your mind, silently run through the story action from beginning to end (e.g.: picture the scenes happening in sequence and developed a sense for which ones happen slowly and which ones are fast- paced)
- In your own words, tell the story aloud to yourself
 - Tell the story over a few times referring to your story notes, if necessary Put your notes away and tell the story directly from your moving mental images (you will have internalized the tale by now and will know it “ by heart”).
 - Tell your story on audiotape while it is fresh in your mind and play back the recording to clarify the visual story elements in your imagination. Practice telling your story to a live audience (family, friends and pets) until it comes naturally.
 - Students may wish to tell stories from real experiences or from their imaginations, rather than retelling stories they have read; or they may wish to retell a story they have heard. Topics for personal stories might include how students got their names, favorite family possessions and stories behind them, grandparent’s stories.etc.
 - If students like to develop their own stories, they might borrow traditional plots, themes, and story pattern; or they may take several versions of the same story and combine them to achieve the results they want.

B: While storytelling

Listeners require a physical seating that allows their comfort during the storytelling, perhaps on a rug and cushion in the reading corner. Listeners should be encouraged to relax and to concentrate on understanding and

enjoying the storytelling experience. Storytellers should find a comfortable position, look directly at the audience, tell the story they have practiced it, and let the tale do its work. Storytellers may darken the room, play music, or do whatever helps to create an appropriate mood. They may select visual aids or props (e.g.: an article of clothing, illustrations, wordless film) to enhance the effectiveness of their stories. These aids offer a number of advantages:

- Provide the shy speaker with a prop
- Guide students through a sequence
- Motivate student interest
- Combine visual and oral activities.

C: After storytelling

Talking with students about their listening experience after the story has been told is an important way to develop their “story sense”. As well, discussing what they have heard allows students to reflect on the interpretations each of them has a story and how their own unique life experiences and prior knowledge affect those interpretations. Students need time to explore thoughts feelings about story characters and events. When a storyteller is ready to examine his or her storytelling style, the teacher might make arrangements to have the storytelling process either audiotaped or videotaped. Students need to be reminded that the storytelling process is what is important: the shaping of the story, its restructuring, and the discovery of what it was in the story that mattered to them. Although students will strive for improvement, performing a story in a polished way is not the primary purpose.

- **Teaching through songs.**

Poetry and music are elements of each human society. They show many aspects of its culture - the relationship to the past and the ancestors, the

faith, the fun and the anxieties of the people, the hopes and the views of the future. Music and poetry have immanent powers. For example, they give people energy that had none before they can change people's mood. They occur in all phrase of one's life from birth to death. So. They play an important role in the process of learning and using the mother tongue. Music and poetry are also an essential part of foreign language learning for young learner. Songs are authentic and easily accessible example of spoken English. The rhymes in songs provide listeners with repetition of similar sounds. Students often choose to listen to songs time and again, indirectly exposing them to these sounds. Words in song fit the music, helping learners associate the number of syllables, stress in these words with memorable rhythms. The relaxed atmosphere songs create can expose students to this difficult pronunciation area without their realizing songs contain endless examples of weak syllable, simple sentence structures....helping to convince learners of the way English is pronounced, how to make a sentence... Songs can attract students and draw them in English period. Songs and rhymes also support for phonetic development- an important element to succeed in speaking skill. "Poems, rhymes, chants and songs could be used to give a feeling for the rhyme of the spoken language. Practicing English speaking through reciting rhymes and poems is mostly funny and very effective.

For example: The Lyrics of My Love.

"I ain't got no story,

Not much to tell,

I ain't got no rep for you baby,

I don't do well,

And I know you've only known me,

For a short time,
But sometimes love's history,
Ain't what its made up to be

Some people spend their lives,
Running away from what's right,
And I sure don't want to run from you,
Here is what I could do..
Lie on a summers day,

Looking at the sky,
Dance with you in the rain,
That would be so nice,
And when the sun sets and the sand is warm,

We can make love,
Shower you with kisses,
My Love!
Now everything baby,

Fits into place,
So think it over yeh,
I'll give you your space,
When the time is right,

Come on around,
I ain't going nowhere,

'Cause I know what I've found,

Oh yeah,

Some people spend their lives,
Running away from what's right,
And I sure don't want to run from you,
Here is what I could do..

Lie on a summers day,
Looking at the sky,
Dance with you in the rain,
That would be so nice,

And when the sun sets and the sand is warm,
We can make love,
Shower you with kisses,
My Love!

I've never been so sure,
I love you more and more each day,
And all I know is the feelings pure,
And I want to stay with you forever,

My Love

My love,

My love

My love

Dance with you in the rain,
That would be so nice,
And when the sun sets and the sand is warm,
We can make love,

Shower you with kisses,
All over, all over yeh,
My love
My love”

1.3. Improve English Speaking skill through pictures.

Every day, we can see picture everywhere, such as on the ways, in the streets, at work, at home...They become a very vivid part of life. Picture with lot of colors and shapes always capture the attentions of all people. Sometime, when looking at picture we can image many interesting things with the real emotions. This is very important because pictures bring joys to everyone, especially young people such as students. They are enjoyable, they set the sense for contexts. And of course, they are one of the most effective and useful kinds of visual aids in studying English speaking skill. So, students can self-study by collecting pictures to practice every day. Surely, their English speaking will be widened very effectively. The English Non-major Freshmen of Haiphong Private University are still young, inquiring and active but also lack of confidence, vocabulary to speak English. Thus, the picture's color must be beautiful bright and impressive. The image must be meaningful, easy understand. Intentional, using picture game which can develop the imagination of students which can develop the imagination of students. It means when students look at the pictures, they can express the picture in their own thought.

Students will know how to describe the picture and improve the speaking skill very well. Therefore, students can speak English better, more fluently and natural. Importantly, colors seem to be the decisive factor leading the success of the lecture using pictures. Some main topics are suitable for English non-major Freshmen in HPU: Loves, Family, Traffic jam, Friend....



1.4. Improve English Speaking skill through mass media

Mass media is an indispensable part in our life today. In fact, it is very useful for the English non-major Freshmen to study English speaking. For example, every day, spend a little time reading newspaper or magazines to enrich English vocabulary or collect the correct structure. Listening English

news on television is also a good method to learn speaking. In fact, it is good to understand much information through these news, especially to the English non-major Freshmen. However, it really boosts students' listening skill. Mass media consists of main means of mass communication such as newspaper, television & radio, books, magazine, adverts, cinema, videos, internet (personal website pages, logs....) which occupies a central and pivotal role in our lives. We can learn a ton of vocabulary and the sentence structures as well from this. Importantly, these information are very up-to-date and denote the fact of each events happened every day in detail. The four basic skills in English will be better when studying from mass media.

1.5. Improve English Speaking skill through VOA English

VOA English is a website, where we can listen the newest news in English, America, Australia and many areas. They have many fields such as: Economy, Agriculture, Science, Chemistry, and Biology, etc. All of the news are updated day by day. They also have many kind of Voice (India-English, Australia-English, America-English...) I sure that if we listen every day, our Speaking Skill will be good.

1.6. Improve English Speaking skill through books, magazines, newspapers

For example, here are some reference books which can help students to have more knowledge about English speaking. It will be very useful and interesting if students have chances to read some English newspaper to get information and practice speaking skill. When having difficulties in learning and understanding the meaning of the text, or the meaning of the new words, students can ask each other, even ask the teacher for help. Reading newspaper and magazines written in English will improve student's reading and speaking.

2. Summary

The survey is responded by 50 of the English non- major Freshmen in HPU, which can partially useful to give some suggestions on using some techniques in studying English speaking skill. Most of the participants agree that they like learning English and have been learning English for many years. It means that teachers will have many advantages in teaching. Moreover, they have a basic background to study English for specific purpose. Almost they admitted that studying English speaking skill through the interesting activities help them obtain the knowledge more rapidly and exciting. Furthermore, demanding about studying English speaking skill through interesting activities creates a pleasant atmosphere in class most pupils agreed or strongly agreed with this statement. It is also a good opportunity for them to work in group. Just only small of pupils feel excited about the current English teaching method so that nearly of participants want to have a new creative English teaching method. In conclusion, teaching English speaking through extra- activities for the English Non - major Freshmen is an effective way. It is an interesting method that is very helpful for teachers to present peaking skill. Using interesting activities in teaching speaking skill is very necessary and building a system of techniques to teach English skill through interesting activities for the English Non-major Freshmen is very important. Basing on surveying the current teaching and learning English in HPU of the English Non-major Freshmen I have already had some research on their attitudes toward learning English speaking. During the process of complete this research paper, I would like to give some useful suggestions to support the English Non-major Freshmen made progress in learning English vocabulary with the hope that this research

paper will contribute some effective techniques to study English speaking skill in particular. Thus, this chapter is the background for me to find out suitable techniques to make this research paper.

CHAPTER 5: CONCLUSION

1. Limitation.

- Because of lack of time, so I can't study more field of improving English speaking skill for English non-major Freshmen. In my study, I believe that will help everyone only Freshmen in HPU but also all of student. It will help them make their English become better than they before.
- Because of short of material, so I don't have many kind of survey. My survey is common but I think it's enough for my study. We can see all of part in my study. The reality, the purpose and many ways to solve the problems.

2. Implication for the further research

In future, I will study about how to speak English as well as native people for everyone. I know it's difficult but I think it's necessary for everyone. I hope everyone will encourage to me, stay with me and give me some advisement. If you have any idea, comment to me. If I can't do it alone, we can do it together.

3. Conclusion

Speaking is an important skill because communication by itself. It is often the primary medium for presenting and selling products or ideas. Therefore, they need to learn and practice English speaking skill whether a students or a working adult. However, most of their difficulties is they do not have the good and interesting methods to practice English speaking. In this graduation paper, I have consulted a lot of English books and websites to explore what's factors learners of English consider important when speaking English. An

overview of speaking in chapter I gave the audience a general understanding about definition, purpose, and major types of speaking and activities. Next English non- major Freshmen who get goods mark in the examinations were surveyed at Haiphong Private University. 11 - Items questionnaires were used to discover their attitudes about speaking lesson and their hope about the new teaching method in speaking lesson. Descriptive statistic and principal component analysis were done in the Chapter II and this result indicated that the participants consider extra- activities is the interesting method that help them a lots in learning and improving the speaking skill. Based on the outcome of the study, this paper further delineates the pedagogical implications for studying Speaking Skill as well as some good techniques in order to improve speaking skill for the English non-major Freshmen in the chapter III. However, because the limitation of time, of knowledge as well as of experience, mistakes in this paper might be possible to be made. So, I would like to receive contribution opinions from my teachers and friends. Once again, would like to express many of my thanks to my supervisors Bui Thi Mai Anh, M.A., for their whole hearted help in my study and also to all my teachers, my friends and my family members, who have encouraged me to accomplish this graduation paper.

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APPENDIX
SURVEY QUESTIONNAIRES

Question 1: Do you like learning English?

A: Like very much

C: Normal

E : Hate

B: Like

D : Do not like

Question 2: How long have you been learning English?

A; Five years

C: Less than five years

B: More than five years

Question 3: Which skill do you like most in four skill?

A: Reading

C: Listening

E: All four skills

B: Speaking

D: Writing

Question 4: Which skills is the most difficult?

A: Reading

C: Listening

E: All four skills

B: Speaking

D: Writing

Question 5: What do you think about the speaking lesson?

A: Difficult

C: Easy

E: Boring

B: Very difficult

D: Interesting

Question 6: Do you feel good about the current method?

A: Like very much

C: Do not like

E: Hate

B: Like

D: Normal

Question 7: Do you want to have a new creative English teaching method?"

A: Like very much

C: Do not like

E: Hate

B: Like

D: Normal

Question 8: "Do you do the task in speaking lesson at home in advance?"

A: Very often

C: Sometimes

E: Never

B; Often

D: Rarely

Question 9: Studying English-speaking through interesting activities is an effective way, create a pleasant atmosphere in class?

A: Strongly agree

C: Undecided

E: Agree

B: Extremely agree

D: Disagree

Question 10: Learning English through interesting activities is a good way for students to improve their speaking skill?

A: Strongly agreed

C: Disagree

E: Agree

B: Extremely agree

D: Undecided

Question 11: How often do your teacher hold the interesting activities in teaching speaking?

A: Very often

C: Sometimes

E: Never

B: Often

D: Rarely