



Difficulties of Speaking English that Encountered Students (Case Study En-Nuhud Secondary Schools)

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The study aims at exploring the speaking difficulties encountered English language students at En-Nuhud Secondary Schools. The study also aimed at revealing the extent and degree of speaking difficulties and the reasons that led to that. The hypotheses are there are difficulties and problems that face the students at En-Nuhud secondary schools in speaking skills, there are errors that occur when students speak, difficulties in speaking that face the students while they speak, cause weakness and other problems. The study tries to answer the following questions: what is the most difficult problem that encounters the secondary school students in speaking? What are the causes of speaking difficulty that face the students while they speak? The researchers designed a questionnaire to apply on the sample of the study. The questionnaire is to be analyzed via (SPSS) program. The study has come out with these results one of which is: there some difficulties in the speaking of the students due to some reasons such as fear of mistakes, shyness, anxiety, and lack of confidence. There are many recommendations; the most important one is to establish an environment which support and encourage the students to speak English frequently. The researchers also recommended secondary school teachers to conduct more studies on speaking difficulties and their causes and to find appropriate solutions to them.

Terms: Speaking: Speaking Difficulties: Skill: Speaking Skill: Speaking Skill Strategy.

تهدف الدراسة إلى الكشف عن صعوبات التحدث التي يواجهها طلاب اللغة الإنجليزية في مدارس النهود الثانوية. كما هدفت الدراسة إلى الكشف عن مدى ودرجة صعوبات التحدث والأسباب التي أدت إلى ذلك. وتمثل الفرضيات في وجود صعوبات ومشكلات تواجه الطلاب في مدارس النهود الثانوية في مهارات التحدث، فهناك أخطاء تحدث عند تحدث الطلاب، وصعوبات في التحدث تواجه الطلاب أثناء تحدثهم، وتسبب ضعفاً ومشاكل أخرى. تحاول الدراسة الإجابة عن الأسئلة التالية: ما هي أصعب مشكلة تواجه طلاب المرحلة الثانوية في التحدث؟ ما أسباب صعوبة التحدث التي تواجه الطلاب أثناء تحدثهم؟ قام الباحثان بتصميم استبيان لتطبيقه على عينة الدراسة. وتم تحليل الاستبيان عن طريق برنامج (SPSS). وقد توصلت الدراسة إلى بعض النتائج، من بينها: وجود بعض الصعوبات في التحدث لدى الطلاب

نتيجة بعض الأسباب مثل الخوف من الأخطاء ، والحياء ، والقلق ، وقلة الثقة. هناك العديد من التوصيات. ومن أهمها هي إنشاء بيئة تدعم وتشجع الطلاب على التحدث باللغة الإنجليزية بشكل متكرر. كما أوصى الباحثان معلمي المرحلة الثانوية بإجراء مزيد من الدراسات حول صعوبات التحدث وأسبابها وإيجاد الحلول المناسبة لها.
المصطلحات: التحدث: صعوبات التحدث: المهارة: مهارة التحدث: مهارات التحدث الإستراتيجية:

Introduction

Since English is a foreign language, most students especially secondary school students are not familiar with the skill of speaking English (Hetrakul, 1995). Kavin Hetrakul also said that they use English more frequent only inside the class and less frequently outside the class. Whereas students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class to get familiar with it. This case brings a problem that makes senior secondary school students have difficulties to communicate.

This paper will analyze the causes that make the students face difficulties to communicate in English and suggest some solutions that can overcome the difficulties. The main goal of teaching speaking is communicative efficiency. Teaching speaking means helping learners develop their ability to interact successfully in the target language. To do so, one must have communicative competence. Richards, Platt, and Weber (as cited in Nunan, 1999, p. 226) defined the characteristics of communicative competence as: Thus, to help students enhance their speaking skills, the teacher must help students improve their grammar, enrich their vocabulary, and manage interactions in terms of who says what, to whom, when, and about what.

Statement of the Problem

The paper discusses the speaking difficulties encountered the students at En-Nahud Secondary schools in West Kordofan State. One of the important issues is improving and developing students' skills; techniques, and procedures of speaking to enrich and assist the student's ability of speaking skill, the way of

adopting suitable speaking skills strategies, and the students' ability to learn a wide range of speaking skills, including how to speak accurately and fluently.

Hypotheses of the Paper

This paper hypothesizes that:

1. There are difficulties and problems that face the students at En-Nahud secondary schools in speaking skills
2. There are errors that occur when students speak English.

Methodology

This paper is done at the secondary schools at En-Nuhud Locality. The participants consisted of third-class students to find out related difficulties that they face them in speaking skill.

The study employed a questionnaire technique of collecting data. The questionnaire is designed to find out teachers' participations in errors in grammar and pronunciation and the fluency in speaking skill activity. The questionnaire is conducted to know teachers' participations difficulty in grammar, pronunciation, and the fluency in speaking skill activity, factors that hinder students from speaking and its causes as well as the solutions to overcome the difficulties.

Literature Review

Speaking

"Speaking" is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips.

Speaking is the second of the four skills, which are: listening, speaking, reading, writing. Skill that is focused on this study is "speaking". This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also plan and rehears, as in the delivery of a speech or presentation. Of course, some

people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror. Nunan, 1999, p. 226)

Types of Speaking

Speaking can be formal or informal:

1. Informal speaking typically used with family and friends, or people you know well.
2. Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen.

However, such students fail to express themselves properly in speaking, even though they have a good repertoire of vocabulary. Teachers still use traditional methods of teaching and give more emphasis to reading and writing, while listening and speaking almost neglected. Therefore, anxiety is a real phenomenon, which has always had a major negative impact on Palestinian university foreign language learners. (Yahya 2013).

Teaching Speaking

The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common, but highly complex activities necessary to considered. When teaching the English Language because, students live at a time where the ability to speak English fluently has become necessary, especially who wants to advance in certain fields of human endeavor (Al-Sibai 2004: p.3).

The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use (Haozhang,1997). In the past, oral

communication instruction neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney 1998). However, Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because there is no point knowing a lot about language if you cannot use it. (Scrivener 2005: p.146).

Teaching-Speaking Cycle

Building on some of the concepts presented above, I present a model (Goh and Burns 2012: 153) for planning a holistic and sequenced series of speaking activities. The model aims to highlight several key concepts that teachers can draw on to guide their students:

1. Use a wide range of core speaking skills
2. Develop fluency in expression of meaning
3. Use grammar flexibly to produce a wide range of utterances that can express meaning precisely
4. Use appropriate vocabulary and accurate language forms relevant to their speaking needs.
5. Understand and use social and linguistic conventions of speech for various contexts.
6. Employ appropriate oral communication and discourse strategies.
7. Increase awareness of genre and genre structures.
8. Increase their meta-cognitive awareness about L2 speaking.
9. Manage and self-regulate their own speaking development (Goh and Burns 2012: 151–152)

Focus Learners' Attention on Speaking

This first stage is to do with raising meta-cognitive awareness about speaking and has two main purposes:

1. to encourage learners to plan for overall speaking development
learners are given prompts to encourage them to think about the demands of speaking and how they can prepare themselves for it.
2. to prepare learners to approach a specific speaking task.

Here the prompts focus on the speaking task that has planned for the teaching cycle. Learners prepare by familiarizing themselves with the outcomes of the task and considering strategies they need to complete it.

Oral Language

Oral Language Acquisition

Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in ways that are more effective requires particular attention and constant practice (Zhang et al., 1995). Speaking fluency appears to develop with increased exposure to Second Language (L2) input (Al-Sibai, 2004). Input refers to the language data, which the learner exposed to (Zhang, 2009). Although it is widely recognized, that input is very essential for language acquisition. It is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input negotiated and learners produce output in interaction, they selectively take in portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they learned and experienced. (Swain, 1985, as cited in Zhang, 2009)

Oral Language Learning

For language learning to take place, there are four conditions exist; they are the exposure, opportunities to use the language, motivation, and instruction. Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened (Willis, 1996: p.7). A fact that highlighted by second language research is that progress does not occur when people make a conscious effort to learn. Progress occurs because of spontaneous, subconscious mechanisms, which activated when learners are involved in communication with the second language. The subconscious element demands a new range of activities, where learners focused not on the language itself but on the communication of meaning (Little wood, 1984). Harmer (1982) also argued that in a communicative task, the students' attention should focus on the content of what they are saying, rather than the form. They should use a wide variety of language. According to Ellis (2003), this can do by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication. Through communication, learners can integrate separate structures into a creative system for expressing meaning (Littlewood 1984: p.91).

Factors that Cause Speaking Difficulties to EFL Learners

Zhang (2009) argued that speaking remains the most difficult skill to master for most English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), many factors cause difficulty in speaking, and are as follows:

Shyness

Students are worried about making mistakes, fearful of criticism, or simply shy.

Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking also influenced much by their feeling of shyness. In other words, it can say that shyness plays an important role in speaking performance done by the students.

Causes of Shyness

Regarding the cause of shyness, Bowen (2005) and Robby (2010) argue that some shy learners caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, Saurik (2011) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

Nothing to say

Students have no motives to express themselves.

Low or Uneven Participation

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.

Mother-tongue Use

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother-tongue. In addition, Rababa'h (2005) pointed out, there are many other factors that cause difficulties in speaking English among EFL's learners. Some of these factors related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in at ask at all, how much energy he devotes to it, and how long he preserves (Littlewood, 1984: p.53). The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them (Littlewood, 1981). Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a merge development of this skill. Besides, vocabulary items taught in isolation, and there listening materials not used in our curriculum. Teacher-training programs found to be not very successful in changing the teachers' methodology (Rababa'ah, 2005). Furthermore, all the other subjects are in Arabic, and English seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can consider another problem, which of course results in a lack of involvement in real-life situations.

Not allowing learners to participate in discourse can be another reason for speaking difficulties. Students need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills (Cameron, 2001, p.36). Furthermore, language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features. (It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners (Nakatani, 2010). Littlewoods (1981) argued that some teachers use L1 for class management. Nevertheless, another factor contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998).

The Nature of Speaking Skill

It mentioned in the literature that, naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998 in Kayi, 2006). In line with this issue, there have been some relevant research conducted. Burns and Joyce in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. Another study conducted by Koichi Sato (2003) finds that students of English are not highly competent in

speaking because of their fear of making mistakes. The same finding also shared by another research conducted by Ballard (1996, in JIN Yan-hua, 2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they must perform something using English. The finding above confirms the results of this study as will explain in part of the result findings.

Psychological Factors that Hinder Students from Speaking

It was mentioned earlier that, some psychological factors hinder students practicing their speaking in English class. Each one of them is explained below:

Fear of Mistake

The primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them, (Kurtus, 2001). In addition, Hieu (2011) and Zang (2006) cited in He and Chen (2010) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. Students' fear of making mistakes in speaking English has been a common issue especially in an EFL context specially in Indonesia. As argued by Middleton (2009), most EFL students are afraid to try and to speak in a foreign language they learn. In this context, as he adds, students do not want to look foolish in front of the class. In some other cases, they also worry about how they will sound, and fear sounding silly.

Possible Solutions to Overcome Fear of Mistake

In terms of possible solution to overcome students' fear of mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be built. In this way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if

they make mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students' nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication.

Shyness

In terms of possible solution to overcome shyness, Pesce (2011) states that it is urgent that a teacher creates a friendly and open classroom environment. By doing this, shy students hoped to feel fine of making mistakes in their learning. In this way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. Solving the shyness problem, Chinmoy (2007) suggests that in order to help students to be more confident in their speaking that convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing. As said by students involved in this study, their feeling of shyness needs to be solved. that teachers should attempt to create a learning atmosphere, which gives students situations that are more comfortable in their learning activity.

Anxiety

Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students' anxiety are communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students' ability to communicate in the target language. Their low ability in this aspect, in many cases, causes anxious feeling among many students. The second cause is test anxiety, students' fear of being tested. The last cause of other students' evaluation. In this case, as mentioned above, very often that other students

'evaluation causes anxiety among students themselves. In addition, fear of evaluation by their teachers is also another factor affecting students' anxiety (Liu, 2007; Zhou, et al 2004). All these show that understanding students better and being skillful in managing classroom should be part of the teachers' concern. As suggested by Harmer (2007), to reduce anxiety, teachers need to pay attention to each students' strengths and weaknesses so that they can create a learning method which accommodates all students in the classroom.

Possible Solutions to Overcome Anxiety

In order to overcome anxiety, Koichi Sato (2003) on his research about improving students' speaking skills suggests that teachers should be more careful about anxiety, which can be intense in students and find techniques that allow students to participate more in oral activities. In addition, providing students with positive reinforcement (Keramida, 2009), motivating students (Christophel, 1990; Frymier, 1993 cited in Keramida,2009) and creating an ease environment in class are important to be noticed by the teacher since it can lower students' anxiety, increase their confidence, and encourage their willingness to communicate (Chan, 2002cited in Noon-ura, 2008). Dealing with anxiety in students' learning, Tsui (in Nunan, 1999) explains that to deal with the reluctant students, teachers should accept a variety of answers. In this way, the students can feel more confident in answering the teacher questions and participate in every activity of the class.

Lack of Confidence

Chen (2010) states the main cause of students' confidence is their low ability in speaking English. In this case, as they add, many students think that their English is bad and feel that they cannot speak English well. The other cause of students' lack of confidence also deals with the lack of encouragement from the teacher (Brown,2001). In this context, many teachers do not think that convincing students that they are able to speak English is important. As a result, as Brown adds, students find the learning motivating rather than motivating.

This suggests that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they will be able to communicate well in English plays a role in students' success of learning.

Possible Solutions to Overcome Lack of Confidence

Regarding possible solution to overcome the students' lack of confidence, Ye Htwe (2007) shares the strategy to build students' confidence. He says that maximizing students' exposure to English is a good way to build the students' confidence. In line with this, Kubo (2009) adds that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English. Therefore, teacher should create a comfortable atmosphere in which learners are encouraged to talk in English and are praised for talking.

Lack of Motivation

It is mentioned in the literature that motivation is a key to students' learning success (Songsiri, 2007). With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.

Causes of Lack of Motivation

With respect to the causes of lack of motivation, Gardner in Nunan (1999) elaborates the causes of the students' lack of motivation e.g. uninspired

teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. These four, as he further says, very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. This shows that paying attention to those four factors is vital. In response to the issue of motivation, Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students not motivated by the teachers towards the English communication. In line with what Babu says, Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching. In his further explanation, Aftat emphasizes that to motivate students to learn well and actively communicate in English, teachers should have passion, creativity and interest in their students. In other words, students' motivation is really influenced by the performance of teachers'. Therefore, it is important that teachers also show enthusiasm in their teaching performance.

Possible Solutions to Overcome Lack of Motivation

Aftat (2008) suggests that to encourage students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems. Doing this becomes very important because encouragement also gives students a feeling of secure and welcome in their learning. Other suggestions to increase students' motivation that shared by Liu and Huang (2010). They say that to overcome students' lack of motivation, teachers can do activities like promoting students' awareness of the importance of English, enhancing students' interest in English, and developing their self-confidence.

DATA ANALYSIS AND DISCUSSION

Introduction

Having measured the validity and reliability for the collected copies of the questionnaire the researcher has analyzed the copies thoroughly and arrived at the required results. The analysis first appears in tables followed by charts, which represent a visual scope for each table and then discussions. Then, there is a chart,

Data Analysis

Table (4.1)

To help students enhance their speaking skills, the teacher must help students improve their grammar

Responses	Respondents	
Scale	Frequency	Percent
Agree	18	72.00%
not sure	07	28.00%
Total	25	100.00%

Table (4.1) shows the notion "**To help students enhance their speaking skills, the teacher must help students improve their grammar**" in this table the mean idea focuses on grammar as one of the good guide for students to improve their speaking skill. Majority of the respondents agree with this item. They selected "agree" with percentage (72.00%). That is to say, grammar plays basic role n speaking. While seven out of twenty-five are chose "not sure" (28.00%) as minority.

*Grammar helps students to enhance speaking skill (72.00%).

Table (4.2)

There are difficulties and problems that face the students in En-Nahud secondary schools in speaking skills

Responses	Respondents	
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Scale	Frequency	Percent
Agree	18	72.00%
not sure	05	20.00%
Disagree	02	08.00%
Total	25	100.00%

Table (4.2) explains the item that deals with "There are

difficulties and problems that face the students at En-Nuhud secondary schools in speaking skills". Majority of respondents selected the scale "agree" with (72.00%). In same time, only five of them ticked the scale "not sure" with percentage (20.00%). Least minority have chosen the scale "disagree" with (08.00%).

*There are difficulties and problems that face students in En-Nuhud secondary schools about speaking (72.00%).

Table (4.3)
Using ‘gestures’, ‘facial expressions’, ‘raised eyebrows’, ‘frown’ increase the understanding of students

Responses		Respondents	
Scale	Frequency	Percent	
Agree	22	88.00%	
not sure	02	08.00%	
Disagree	01	04.00%	
Total	25	100.00%	

Table (4.3) above shows the responses of respondents about the item "Using ‘gestures’, ‘facial expressions’, ‘raised eyebrows’, ‘frown’ increase the understanding of students" as it is clear the using of body language will help the listener to complete understanding of the speaking. Vast majority of respondents selected the scale "agree" about this notion (88.00%). While

minority of respondents ticked the scale "not sure" (08.00%) about if body language helps the understanding. Least minority (04.00%) selected the scale "disagree" with this notion.

*Body language increase the understanding of students. (88.00%)

Table (4.4)

Speaking is in many ways more difficult to respond to

Responses	Respondents	
	Frequency	Percent
Agree	21	84.00%
not sure	04	16.00%
Total	25	100.00%

Table (4.4) shows the notion that

about "**Speaking is in many ways more difficult to respond to**" vast majority of respondents selected the scale "agree" with (84.00%) they approve that speaking is difficult, when it connected with foreign language. least minority selected the notion "not sure" with the same notion (16.00%).

*Speaking is more difficult to respond to (84.00%).

Table (4.5)

There are errors that occur when students are speaking fast

Responses	Respondents	
	Frequency	Percent
Agree	15	60.00%
not sure	10	40.00%
Total	25	100.00%

Table (4.5) above shows the responses of respondents about the notion "**There are errors that occur when students are speaking fast**" majority of respondents ticked the scale "agree" that when students speak fast some errors

occur. (60.00%) while minority selected the scale "not sure" about the same notion above (40.00%).

*Speaking fast is a reason in committing errors. (60.00%)

Table (4.6)

Procedures that used to enrich and assist the students' ability of speaking skills must be clear

Responses	Respondents	
	Frequency	Percent
Agree	14	56.00%
not sure	07	28.00%
Disagree	04	16.00%
Total	25	100.00%

Table (4.6) above shows the notion

about "**Procedures that used to enrich and assist the students' ability of speaking skills must be clear**" about half of the respondents chose the scale "agree" with the above notion (56.00%). While minority of respondents ticked the scale "not sure" to the same notion (28.00%). Least minority of respondents selected the scale "disagree" with (16.00%).

*Procedures that used to enrich and assist students' ability of speaking skill must be clear.

Table (4.7)

Oral communication instruction neglected because of the misconception

Responses	Respondents	
	Frequency	Percent
Agree	15	60.00%
not sure	08	32.00%
Disagree	02	08.00%
Total	25	100.00%

Table (4.7) above shows the responses of respondents about the item **"Oral communication instruction neglected because of the misconception"** majority of respondents selected the scale "agree" with (60.00%) or above notion. In same time eight of twenty-five respondents ticked the scale "not sure" to same item with (32.00%). Least minority (08.00%) chose the scale "disagree" to the notion.

*Oral communication instruction neglected, due to the misconception.

Table (4.8)

Always students are worried about making mistakes

Responses	Respondents	
	Frequency	Percent
Agree	18	72.00%
not sure	05	20.00%
Disagree	02	08.00%
Total	25	100.00%

Table (4.8) above shows the item **"Always students are worried about making mistakes"** majority of respondents ticked the scale "agree" (72.00%) that students always worried about mistakes. While minority of respondents selected the scale "not sure" to above notion, (20.00%). Least minority are "disagreed" about the item (08.00%)

*Students are worried about making mistakes while they are speaking (72.00%).

Table (4.9)

Students have no motive to express themselves

Responses	Respondents	
	Frequency	Percent
Agree	17	68.00%

not sure	02	08.00%
Disagree	06	24.00%
Total	25	100.00%

Table (4.9) above shows the responses of respondents about the notion **"Students have no motive to express themselves"** majority of respondents chose the scale "agree" with percent (68.00%) to above notion. While minority of respondents selected the sale "disagree" to above item with percent (24.00%). Least minority selected the scale "not sure" to same notion with percent (08.00%).

*The students lack motivation to express themselves (68.00%).

Table (4.10)

Many students lack to the necessary of vocabulary to get their meaning across, they cannot keep the interaction going on

Responses	Respondents	
	Frequency	Percent
Agree	22	88.00%
not sure	01	04.00%
Disagree	02	08.00%
Total	25	100.00%

Table (4.10) above shows the item **"Many students lack to the necessary of vocabulary to get their meaning across, they cannot keep the interaction going on"** vast majority of respondents selected the scale "agree" with percent (88.00%), while minority of respondents ticked the scale "disagree" to same notion with percent (08.00%). Least minority of respondents selected the scale "not sure" to same notion.

*Lack of necessary vocabulary influence the meaning, and continue of interaction.

Difficulty that teachers of English to Arabic speaking students usually encounter of certain English sounds in Arabic:

Responses	Respondents	
	Frequency	Percent
Agree	19	76.00%
not sure	04	16.00%
Disagree	02	08.00%
Total	25	100.00%

Table (4.16) above shows the notion "Difficulty that teachers of

English to Arabic speaking students usually encounter of certain English sounds in Arabic" vast majority of the respondents ticked the scale "agree" to above notion with percent (76.00%). Four out of twenty-five of respondents chose the scale "not sure" to same item that mentioned above with percent (16.00%). Least minority of respondents selected the scale "disagree" to same item with percent (08.00%).

*Teachers of English to Arabic students encounter that the problem focused on sounds that are not found native language. (76.00%)

Conclusion

After analyzing the data the researchers have come out with the following results:

1. Body language increases the understanding of students. (88.00%)
2. Speaking is more difficult to respond to (84.00%).
3. Teachers of English to Arabic students encounter that the problem focused on sounds that not found native language (76.00%).
4. Students fail to join in English discussion (76.00%).
5. Language interference considered as one of error sources (72.00%).
 Students are worried about making mistakes while they speak (72.00%).
6. There are difficulties and problems that face students at En-Nuhud secondary schools about speaking (72.00%).

7. Grammar helps students to enhance speaking skill (72.00%).
8. The students lack motivation to express themselves (68.00%).
9. Students look upon shyness as a fear of failure is major cause of mispronunciation (64.00%).

5.3 Recommendations

The researchers recommend that:

1. Creation of good environment that helps students to speak
2. Students should have English conversation club.
3. Teachers should strengthen confidence of their students.
4. Teachers should not try to correct the errors of students when they struggle to get their meanings across. Instructors can also speak to the students privately to eliminate any embarrassment.
5. Teachers should not insist on the errors of the student while they are speaking.
6. Teachers should create a suitable and friendly environment while they are speaking.

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