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## RESEARCH ARTICLE

### FACTORS AFFECTING THE SPEAKING SKILL PERFORMANCE OF FIRST LEVEL STUDENTS IN KING KHALID UNIVERSITY, KINGDOM OF SAUDI ARABIA

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#### ABSTRACT

Speaking performance is one of the core components of English language for the university students which are highly important to acquire to perform well during the class hours. Speaking is not merely opening mouth and say words and sentences, but it includes a cultural background of a target language which is spoken to get meaning interaction. The aim of the study is to investigate the factors affecting in the speaking skill performance of students and teachers feedback were found the significant differences. The questionnaire administered to the students and the teachers to elicit the data. The results revealed that the various factors affect students' speaking performance, the majority of the teachers those who were holding masters degrees says students feel good in speaking ,but they could not able to perform well in the classroom, they were more anxious and worried about making mistakes in the classroom. The most important factors affecting the students were time for preparation and anxiety in speaking performance. The second factors were listening ability because of lack of confidence to perform well. The research concluded that most of the students in first level were not intrinsically motivated, feed back during speaking task were forced to perform well, and they have inadequate integrated skills that would enable them to express themselves in the classroom.

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## INTRODUCTION

Speaking skills is one of the interactive processes of building up and sharing the meaning through the uses of verbal and non verbal symbol in various contexts. It is very essential for the university students to establish their knowledge for effective communication. The present study focuses on various factors affecting when the students perform their speaking skill in the class room. The data collected from the teachers and the students sections, in order to ratify their problems to perform effectively in the classroom as well as for their future carrier development. Al-Hosni, (2014) states that EFL learners encounter a number of obstacles while they are speaking English, students tend to use Arabic language rather than English when communicating with each other in the classroom, in addition to the lack of target language practice. So the researcher felt that speaking English language gains a considerable significance among other language skills, however, learning to speak is not an easy activity because

students usually face a number of problems that hinder them from speaking in the class room. Some factors affect the student's community like lack of exposure to English language, inadequate motivation, student's anxiety and lack of confidence, limited knowledge of integrated skills and inefficient teaching methodology.

#### Objective of the study

- To identify the factors affecting the speaking performance from the students,
- To identify the factors affecting students speaking performance from the teachers
- To find the significant differences between the students and teachers factors affecting in speaking performance.

**Methodology and data collection:** The researcher planned to administrator the students' questionnaire which was affecting their speaking skill performance during the class room situation and another one for the English teachers those who were teaching English language for the students' community, King Khalid University, College of Arts and Science, Department of English, Mohail, Saudi Arabia.

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The thirty students were selected randomly by asking the teachers attention and collected the information. With regard to teachers questionnaire, data collected by the English teachers to identify the factors which was seen among the students during the students performance of speaking skill. The both the questionnaire consist of 10 closed questions designed in English language. The data were analyzed from both students and teachers. After the data analyses the researcher found the factors and the solution to the students to overcome from their difficulties as well as from the factors.

**Review of literature:** Al Rawashdeh, A. Al-Zayed, N. (2015) examined the difficulties that teachers of English encounter while teaching listening comprehension and their attitudes towards them. The findings shows that the negative attitude from the teachers towards listening comprehension since they believed that the majorly of academic levels were not in need of this skill. In 1983 canal and wan add the fourth component named discourse competence and Kumaravadivelu, (2006), and the common European framework (2001) communicative competence is said to have only three components, including linguistic competence, socio linguistic competence and pragmatic competence.

The study reveals that examine the relationship of listening skill with other language skills by Bozorgian (2012). The findings of the study indicate a close correlation between listening comprehension and the language proficiency. Students perform a speaking activity under a variety of conditions. Nation and Newton (2009) believe that performance conditions can affect speaking skill. The results shows that the time pressure, planning, the standard of performance and the amount of support from the teachers. In general, Arab students have less opportunity to learn English language through natural interaction. Al-Sashayed (2014) states that students in Saudi Arabia do not use English as the medium of instruction in schools. Furthermore, learning environment and family background play a vital role in success of learning process. In his study Abu-Raps (2002, p, 17) stated that "after almost sixteen years of its application, the communicative ability of the Saudi students graduating from the secondary schools is still poor". Researchers like (Rabab'ah 2003: Mahboob and Elyas, 2014 and Alrabai, 2014) also revealed that one of major factors that led to the students low level of English is the lack of the target language exposure. Thus, learners must be involved in real life situations in order to develop their speaking ability.

**Data Analysis and Interpretation:** Considering the age, most of the students belong to 18 to 21 years (86.66%); they are learning English five to seven years before coming to the university level. Normally 60% of the students speaking normally not very fluently little, they can communicate each other. 36.66% of them sometimes Speaking out the class room they will not interact because most of the time students used to interact in their own mother tongue Arabic language, because some factors affecting their skills like not having enough time, less task, they don't want to learn, shy, lack of vocabulary and also their mother tongue Arabic language influences. The researcher observed that most of the students are not intrinsically motivated, and they have inadequate integrated skills that would enable them to express themselves in the classroom, but they expected to acquire a higher level of proficiency than their counterparts in the Arab world.

The table (2) shows that most of the English language teachers are holding master degrees, and belongs to 36 to 40 years old, having enough teaching experience. Most of the teachers said that they were given adequate time for their speaking task before starting each session to perform well in the classroom. The above table mention the performance conditions of the teachers and students with response of yes, there is no significant difference between the teachers and students, the result revealed that most of the students says that there are some factors affecting their speaking performance conditions such as there is no plenty of time to perform a speaking task during the class though they are listening patiently and also get the support from the teachers. The chi-square value is 6.8838. The p-value is .075695 at  $p < 0.05$  level. The above table shows that there is a significant relationship between the students and the teachers. The chi square statistic is 8.8056 at p value is 0.03199. Most of the students revealed that there is lack of time, pressure to perform well; they have enough patients, understanding and support to perform a speaking performance in the classroom, because expected value is more than observed value.

With regard to evaluation of students listening skills, there is a significant relationship between the students and the teachers at  $p < 0.05$  level. The chi-square value is 7.06. Most of the students say that they have good listening skills and not very excellent, whereas the teachers said the students have average listening skills while they are performing in the classroom. Thus, the students were not able perform well in the speaking test because they have lack of grammatical structures and vocabulary. All students have some basic problems like lack of motivation and confidence and they used to have more chance to use their mother tongue Arabic language in the classrooms, because all are Arabic language speakers. With regard to motivation 56% of the students said they are motivated by the English language teachers, 50% of them are anxious, and only 17% of the students have confident to perform the speaking skill in the classroom. Student's attitude towards English language is positive in general and they feel that speaking is an important skill. However, the positive feelings was weakened because there is no plenty of time during their course, no basic skills in the school level and also students feels that they should consider getting high marks regardless of the importance of the skills. So English language teachers should be explained the importance of speaking skill performance before commence their course, because it is very essential in communicating with the Saudi students community.

The above table result shows that most of the teachers says that the student have lack of time for preparation, level of anxiety is more to perform well in the speaking performance, feedback from the students is less while they were having speaking task, where as the students says that they need motivation, they need more time for preparation because time limit is very less during their course, and also have more anxiety during their performance in the classroom. The result shows that there is a significant relationship between the teachers and students at p-value is .01758. The expected value is more than the observed data among the teachers and students result shows there is a relationship between the teachers and the students. The results from the student questionnaire were quite similar to those of the teachers, the factors affecting the students were time for preparation and anxiety in speaking performance.

**Table 1. Speaking performance of English language inside and outside the classroom**

Speaking. English In the class (4)	No	%	Practice Speaking Out of the class (5)	No	%
Very much	3	10	always	8	26.66
Rather	4	13.33	usually	3	10
Normal	18	60	sometimes	11	36.66
Little	3	10	rarely	2	6.66
Not at all	2	6.66	Never	6	20

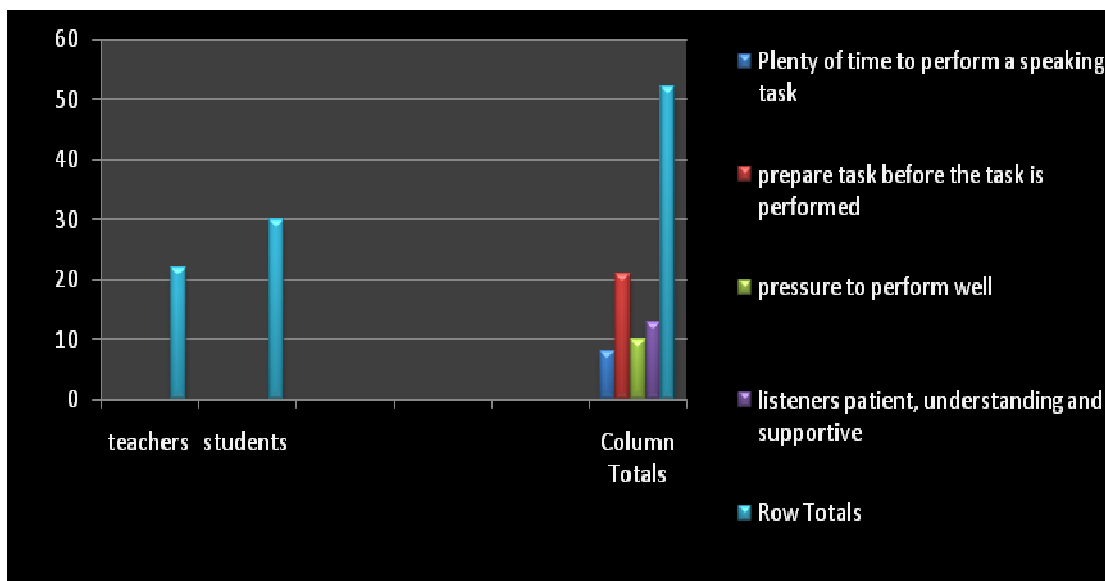
**Table 2. Teachers information**

gender	Age	No	%	Educational. level	no	%	How long teaching	no	%
females	20-25	0	0	Bachelor	0	0	1-5	1	
	26-30	1	20	Master	8	80	6-10	3	
	31-35	3	30	PhD	2	20	11-15	5	
	36-40	4	40				More than15	3	
	40 and above	2	10						

	Plenty of time to perform a speaking task	prepare task before the task is performed	pressure to perform well	listeners understanding and supportive	Row totals	Result
Teachers	2 (3.38) (0.57)	9 (8.88)(0.00)	2 (4.23)(1.18)	9 (5.50)(2.23)	22	The chi square statistic is 6.8838. The p-value is .075695. NS at p<.05
Students	6(4.62)(0.42)	12(12.12) (0.00)	8 (5.77) (0.86)	4 (7.50) (1.63)	30	
Column Totals	8	21	10	13	52	

**Table 3. Performance conditions of students and teachers with the response of “No”**

	Plenty of time to perform a speaking task	Prepare task before the task is performed	Pressure to perform well	Listeners understanding and supportive	Row	Chi-square Value
Teachers	8 (5.33)(1.33)	1(3,17)(1.48)	8(5.00)(1.80)	1(4.50)(2.72)	18	The chi-square Statistic is 8.8056.The p-value is .03199.The result is significant at p<0.05
Students	24(26.67)(0.27)	18(15.83)(0.30)	22(25.00)(0.36)	26(22.50)(0.54)	90	



**Table 4. Evaluation of students listening skills**

No of samples	Evaluation of students listening skills					X2-test
	Very bad	Bad	Average	good	Very good	
Teachers	0	0	6	3	1	X2=7.06 At p<.05
Students	0	0	3	19	6	Significant

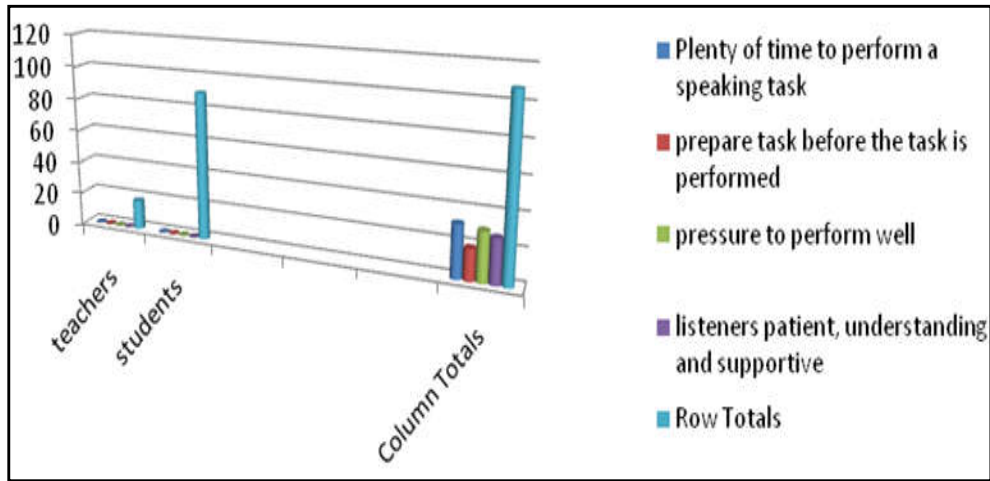


Table 5. Teachers and students feeling during speaking performance in the class

Teachers and students feeling during speaking performance in the class									
Teachers	motivated	3	30%	Anxious	5	50%	Confident	2	20%
students		17	56%		8	26%		5	17%

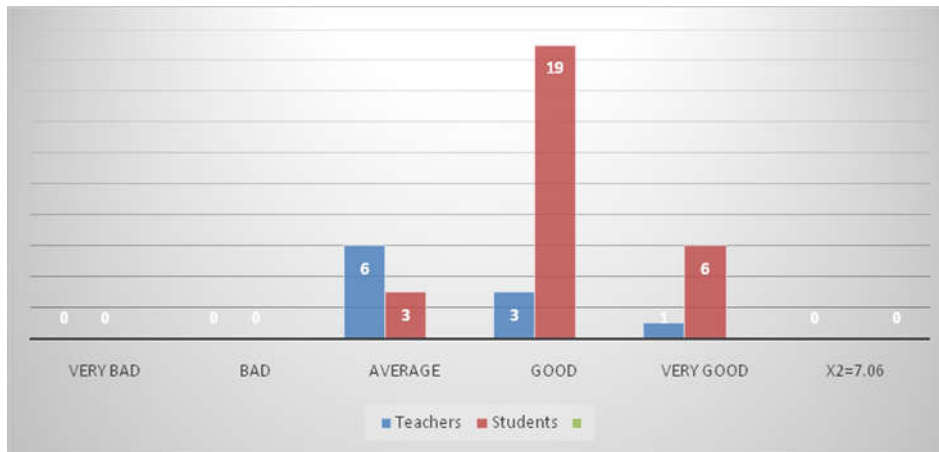
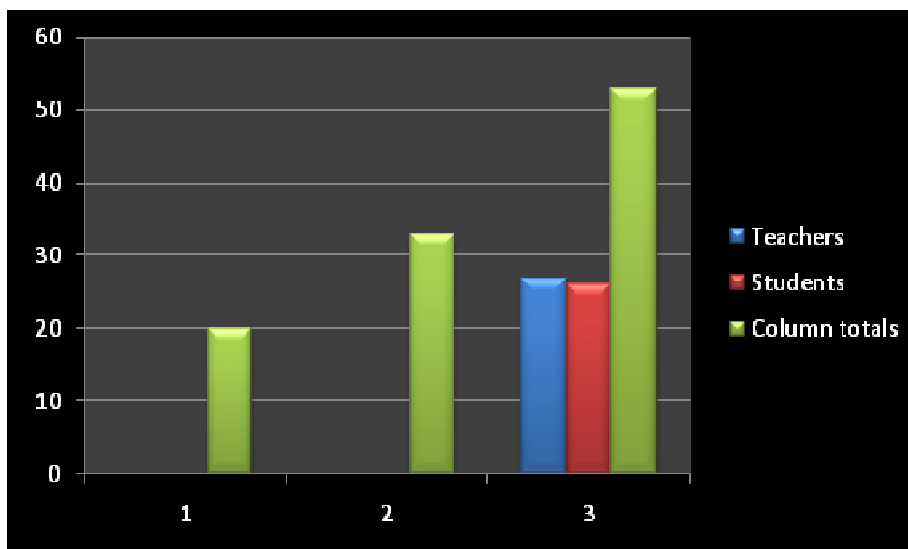


Table 6. Factors affecting the students speaking performance

Result				
Teachers	Category -1 6 (10.19) (1.72)	Category-2 21(16.81) (1.04)	Row totals 27	The chi square statistic is 5.6377.The P-value is .017578. Significant at p<0.05
Students	14(9.81) (1.79)	12 (16.19) (1.08)	26	
Column totals	20	33	53	



The second important factor was listening ability though they are having confidence to perform well. Finally the students say that their performance was also affected by feedback during speaking task and forced to perform well.

### Conclusion

The results revealed that the various factors affect students' speaking performance. The majority of the teachers those who were holding masters degrees says students feel good in speaking ,but they could not able to perform well in the classroom, they were more anxious and worried about making mistakes in the classroom. Besides, the teacher's feedback during speaking activities also affects the students in the speaking task. Some of them have confidence, but couldn't able to perform well, they started speak in Arabic language. This is due to lack of vocabulary and grammatical structures .Finally, the research result shows that there is a significant differences between the teachers and students. Both teachers and students scores were little difference in performance conditions and also factors affecting in the classroom. Other factors 90% of the students worried about their mistake, 5% sometimes speak very little and 2% not at all and 3% of the students were shy. Whereas teachers reported that 92% of the students worried about their mistakes, 50% of the students wanted to speak in Arabic because mother tongue influences hinder their performance of speaking skill. The researcher provided the tips to implement during the speaking task in the class room to the teachers as well as for their academic development.

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