

FACTORS AFFECTING SPEAKING
ABILITY FOR EFL
SECONDARY SCHOOL MALE STUDENTS IN
JAZAN, SAUDI ARABIA

WALEED IBRAHIM G GADRI

A project report submitted in partial fulfilment of the
requirements for the award of the degree of
Master of Education (Teaching English as a Second Language)

School of Education
Faculty of Social Sciences and Humanities
Universiti Teknologi Malaysia

JANUARY 2021

DEDICATION

This thesis is dedicated to my family, who taught me that love is all about support. It is also dedicated to my friends who taught me that nothing is impossible no matter how hard it appears. And to my supervisor Dr. Shanti who inspired me in many ways.

ACKNOWLEDGEMENT

In preparing this thesis, I was in contact with many people, researchers, academicians, and practitioners. They have contributed towards my understanding and thoughts. In particular, I wish to express my sincere appreciation to my main supervisor, Dr. Shanti Chandaran A/P Sandaran, for encouragement, guidance, critics and friendship. I am also very thankful to my local and international friends and classmates for their advice and motivation. Without their continued support and interest, this project report would not have been the same as presented here.

I am also indebted to Universiti Teknologi Malaysia (UTM) for offering me a chance of gaining my master study. Besides, I appreciate the Ministry of Education in Saudi Arabia and the Saudi Cultural Mission in Malaysia for funding my master study.

Furthermore, I would like to express my heartfelt thanks to my parents, my brothers and sister, my brilliant wife and my amazing children whom without their support I wouldn't complete my studies. Moreover, I would like to extend my thanks to my dear friends in Saudi Arabia: Yahya Gaba, Anas Alawi, Akram Al-Omary, Mohammed Sahili, Turkey Zaqan, Amro Zain, Fawaz Al-Masry, , Dr. Hussain Taleb, Mahran Arishi, Khalid Hakami, Dr. Reem Al-Jehani, Aisha Alyami, Raneem Khatab, Layla Al-Amri, Ruqia Al-baishi, and Hayat Bahkali who motivated me, supported my efforts, and assisted me in data collection for this study and also to my dear friends whom I met in Malaysia during my studies: Sami AlSadi, Dr. Haroon Al-Eisawy, Abigail, Clara, Anisa, Madhawhan. Dr. Fahad Ghabban, Dr. Mohammed Qaddorah, Dr. Anwar Bani Hani, and Sara Al-Saif for the encouragement and support along the way.

ABSTRACT

There is a need to examine the factors and conditions affecting speaking skills for students in Saudi Arabia. It is of higher importance that EFL teachers and educational authorities in Saudi Arabia are aware of these factors. Several studies investigated speaking skills problems in Saudi Arabia, but no previous researches were conducted in the context of secondary schools in Jazan, Saudi Arabia. To this end, this mixed-method study aimed to determine the factors that are negatively affecting speaking abilities for EFL secondary grade students in Jazan, Saudi Arabia as well as to investigate how these factors affect their speaking performance. The sample of the study was 323 secondary grade students selected by a random stratified sampling method from three secondary schools. It utilized a semi-structured interview as a qualitative method and a close-ended questionnaire as a quantitative instrument. Upon analyzing the findings and results, it was found that there are three main factors with some reported problems that are the reason behind that: linguistic factors (poor grammar, lack of vocabulary, difficulties in pronunciation, and the influence of the mother tongue), internal factors (fear of making mistakes, shyness, anxiety, lack of motivation, and lack of confidence), and external factors (Arabic context, teachers and teaching methods, English curriculum, class and school environment, classmates). It was also found that linguistic and psychological factors are negatively correlated to the participants' speaking performance and that there is no significant relationship between the external factors and the participants' speaking performance. The influence of L1, lack of vocabulary, poor grammar, and fear of making mistakes were the most major among all problems to affect the speaking performance of the study sample. Finally, the recommendations of this study are to help the stakeholders in Jazan, SA to help students overcome the problems mentioned in the study.

ABSTRAK

Terdapat keperluan untuk mengkaji faktor dan keadaan yang mempengaruhi kemahiran bertutur bagi para pelajar di Arab Saudi. Adalah lebih penting bagi guru yang bahasa Inggeris sebagai bahasa asing dan pihak berkuasa pendidikan di Arab Saudi untuk mengetahui faktor-faktor ini. Beberapa kajian menyelidiki masalah kemahiran bertutur di Arab Saudi, tetapi tidak ada penyelidikan sebelumnya yang dilakukan dalam konteks sekolah menengah di Jazan, Arab Saudi. Untuk tujuan ini, kajian kaedah campuran ini bertujuan untuk menentukan faktor-faktor yang mempengaruhi kebolehan bertutur secara negatif bagi pelajar kelas dari sekolah menengah yang belajar bahasa Inggeris sebagai bahasa asing di Jazan, Arab Saudi serta untuk menyiasat bagaimana faktor-faktor ini mempengaruhi prestasi pertuturan mereka. Sampel kajian adalah 323 pelajar dari sekolah menengah yang dipilih dengan kaedah pensampelan berstrata secara rawak dari tiga sekolah menengah. Ia menggunakan wawancara separa berstruktur sebagai kaedah kualitatif dan kuesioner penutup sebagai instrumen kuantitatif. Setelah menganalisis penemuan dan hasilnya, didapati bahawa terdapat tiga faktor utama dengan beberapa masalah yang dilaporkan yang menjadi sebab di sebalik itu: faktor linguistik (atabahasa yang buruk, kekurangan kosa kata, kesukaran dalam pengucapan, dan pengaruh bahasa ibunda), faktor dalaman (takut membuat kesalahan, rasa malu, kegelisahan, kurang motivasi, dan kurang keyakinan), dan faktor luaran (konteks bahasa Arab, kaedah pengajaran dan pengajaran guru, kurikulum Bahasa Inggeris, persekitaran kelas dan sekolah, rakan sekelas). Juga didapati bahawa faktor linguistik dan psikologi berkorelasi negatif dengan prestasi pengucapan peserta dan tidak ada hubungan yang signifikan antara faktor luaran dan prestasi pengucapan peserta. Pengaruh bahasa ibunda, kekurangan perbendaharaan kata, atabahasa yang buruk, dan ketakutan untuk melakukan kesalahan adalah yang paling utama di antara semua masalah untuk mempengaruhi prestasi pengucapan sampel kajian. Akhirnya, cadangan kajian ini adalah untuk membantu pihak berkepentingan di Jazan, SA untuk membantu pelajar mengatasi masalah yang disebutkan dalam kajian ini.

TABLE OF CONTENTS

	TITLE	PAGE
	DECLARATION	iii
	DEDICATION	iv
	ACKNOWLEDGEMENT	v
	ABSTRACT	vi
	ABSTRAK	vii
	TABLE OF CONTENTS	viii
	LIST OF TABLES	xii
	LIST OF FIGURES	xiii
	LIST OF ABBREVIATIONS	xiv
	LIST OF APPENDICES	xv
CHAPTER 1	INTRODUCTION	1
	1.0 Introduction	1
	1.1 Background of the Study	3
	1.2 Statement of the Problem	6
	1.3 Purpose of the Study	7
	1.4 Research Questions	7
	1.5 Research Questions	8
	1.6 Conceptual and Theoretical Framework	8
	1.7 Scope of the Study	9
	1.8 Significance of the Study	10
	1.9 Definition of Terms	11
	1.10 Chapter Summary	12
CHAPTER 2	LITERATURE REVIEW	13
	2.0 Introduction	13
	2.0.1 Literature Matrix	13
	2.1 Speaking Skill in Saudi EFL Context	15

2.2	Linguistic Factors Affecting EFL Speaking Skill	21
2.3	Internal Factors Affecting EFL Speaking Skill	28
2.4	External Factors Affecting EFL Speaking Skill	34
2.5	Chapter Summary	39
CHAPTER 3	RESEARCH METHODOLOGY	41
3.0	Introduction	41
3.1	Research Design	42
3.2	Methods and Instruments of the Study	43
3.3	Validity and Reliability	47
3.4	Respondents of the Study	47
3.5	Research Procedure	48
3.6	Data Analysis	49
3.7	Chapter Summary	50
CHAPTER 4	FINDINGS AND DISCUSSION	51
4.0	Introduction	51
4.1	Participants' Level of Proficiency of English and Performance in Speaking	51
4.2	Factors That Hinder Speaking Ability	53
4.2.1	Linguistic Factors That Hinder Speaking Ability	55
i.	Poor Grammar	56
ii.	Limited Vocabulary	56
iii.	Difficulties in Pronunciation	57
iv.	Influence of the Mother Tongue (L1)	57
4.2.2	Internal Factors That Hinder Speaking Ability	58
i.	Fear of making mistakes	58
ii.	Anxiety/Nervousness	59
iii.	Lack of Motivation	59
iv.	Shyness	60
v.	Lack of Confidence	60
4.2.3	External Factors That Hinder Speaking Ability	61

	i.	Arabic Context	61	
	ii.	Teachers and Teaching Method	62	
	iii.	Class and School Environment	63	
	iv.	Classmates	63	
	v.	English Curriculum	64	
	4.2.4	Summary of the Findings	65	
4.3		Effects of The Main Factors on The Students' Speaking Performance	66	
	4.3.1	Correlations between Participants' Speaking Performance and The Factors That Hinder Speaking Ability	67	
		i.	The Correlation between the Participants' Performance in English and The Linguistic Factors That Hinder Speaking Ability	69
		ii.	The Correlation between the Participants' Performance in English and The Internal Factors That Hinder Speaking Ability	70
		iii.	The Correlation between the Participants' Performance in English and The External Factors That Hinder Speaking Ability	71
	4.3.2	Overall Correlations between Participants' Speaking Performance and The Factors That Hinder Speaking Ability	72	
	4.3.3	Participants' Responses on The Factors That Hinder Speaking Ability.	73	
		i.	Participants' Responses on the Linguistic Factors That Hinder Speaking Ability.	75
		ii.	Participants' Responses on the Internal Factors That Hinder Speaking Ability.	77
		iii.	Participants' Responses on the External Factors That Hinder Speaking Ability.	78
	4.3.4	Overall Summary of The Results of the participants' Responses Participants'		

	Responses on The Factors That Hinder Speaking Ability	79
4.4	Discussion of The Quantitative Results	80
4.5	Chapter Summary	83
CHAPTER 5	CONCLUSION AND RECOMMENDATIONS	85
5.0	Introduction	85
5.1	Summary of The Study	85
5.2	Limitation of The Study	87
5.3	Recommendation for Future Studies	88
5.4	Chapter Summary	88
5.5	Conclusion	89
REFERENCES		95

LIST OF TABLES

TABLE NO.	TITLE	PAGE
Table 3.1	Semi-structured Interview Questions	44
Table 3.2	Section A in the close-ended Questionnaire	45
Table 3.3	Section B in the close-ended Questionnaire	45
Table 3.4	Section C in the close-ended Questionnaire	46
Table 3.5	Reliability of the Close-ended Questionnaire	47
Table 4.1	Level of Proficiency of English of the Participants	52
Table 4.2	Level of Performance in Speaking of Participants	52
Table 4.3	Factors that hinder ESL second EFL school students' speaking ability	54
Table 4.4	Results of The Correlations between Participants' Speaking Performance and The Factors That Hinder Speaking Ability	68
Table 4.5	Participants' Responses on the Factors that Hinder Speaking Ability	74

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
Figure 1.1	Conceptual Framework	8
Figure 2.1	Literature Map of the Study	14
Figure 2.2	The Input Hypothesis by Krashen (Affective Factors)	31
Figure 3.1	Research Mixed-Method Design	43
Figure 3.2	Research Procedure	49

LIST OF ABBREVIATIONS

UTM	Universiti Teknologi Malaysia
EFL	English as a Foreign Language
FLL	Foreign Language Learning
SA	Saudi Arabia
SPSS	Statistical Package for Social Sciences

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
Appendix A	Questionnaire Validation Form	103
Appendix B	Sample of Validation Form Responses	104
Appendix C	Semi-Structured Interview	105
Appendix D	Samples of Semi-Structured Interview Responses	106
Appendix E	Close-Ended Questionnaire (English Version)	107
Appendix F	Close-Ended Questionnaire (Arabic Version)	108
Appendix G	Close-Ended Questionnaire (Google Form)	109
Appendix H	Descriptive Analysis for Close-ended Questionnaire in SPSS	110
Appendix I	Inferential Analysis for Close-ended Questionnaire in SPSS	113

CHAPTER 1

INTRODUCTION

1.0 Introduction

English is globally considered to be an international language because it has been spoken widely by foreign speakers. There are four skills to be mastered in English: reading, listening, writing, and speaking. In the definition of speaking, it is the method of constructing and expressing the sense between two or more by using verbal and nonverbal symbols and this can be used in several ways. This has a major role to play in communication. Speaking is a productive skill that cannot be distinguished from listening. We deliver the text when we speak and this should be meaningful. We would consider the speaker, the audience, the message, and the feedback in the form of communication. Undoubtedly, speaking in a new language is, for many people, a very challenging endeavor. When living in an area where the language is a foreign language to most members of the public, it is often hard to engage in conversations to practice speaking skills regularly. Hence, communication will not take place as it should.

Mastering English involves mastering all of the skills. Speaking skill has occupied a major role in the learning of foreign languages, as Nunan (1989) suggests "Mastering the art of speaking is the single most important factor in learning a second or foreign language for most people, and success is measured by the ability to conduct a language conversation". In accordance, Ur, (1996) says speaking seems the most essential of all the four skills. Speaking is therefore the most vital of the four language skills in second language learning because nowadays, students perceive

communication with others as so important and they realize that this may open up more opportunities for them to get to know different cultures.

For the purpose of improving speaking skills to develop fluency and confidence in public speaking, students are in need to acquire and practice pronunciation, grammar, and vocabulary besides other English skills. While speaking is one of the skills that any language learner needs to perform actively to deliver meaning, yet there are many learners having difficulties that can affect their speaking. Mahdi (2015) states that most students have the desire to speak good English and to interact with their mates. It is not easy to speak in English as a foreign language (EFL) classrooms despite the fact that students need to speak confidently and fluently in a foreign language to prove they have a strong ability towards learning the foreign language. Nevertheless, due to different factors, EFL learners are hindered from speaking which discourages them from achieving their mastery of the skill entirely. According to Alhosni (2014), one of the major challenges for communication and efficient foreign language learning (FLL) is the problems occurring within speaking. Encouraging EFL learners into mastering the skill of speaking has considerably been a core goal for teachers of EFL around the globe. Therefore, it is crucial to understand what these factors are in order to reach a full insight that would enlighten students, teachers, and the educational authorities of ways to unravel these challenges successfully and to utilize the best learning methods for enhancing speaking skills that will help an EFL learner gain profitably.

Therefore, based on the fact that EFL learners in Saudi Arabia (SA) suffer in their speaking performance due to several factors, the purpose of this study is to shed the light on these factors according to the viewpoints of the students in the Saudi EFL context in Jazan, SA and how these factors are affecting their speaking ability. This study will add their views on the problems in speaking to the other studies that have been conducted in various EFL contexts. This chapter is divided into nine parts: introduction, background of the study, statement of the problem, purpose of the study, research objectives, research questions, theoretical and conceptual frameworks, significance of the study, scope of the study, and chapter summary.

1.1 Background of the Study

Prior to discussing the importance of this study and stating the problem at hand, a background of the EFL learning context in SA is presented here as it is an Arabic speaking country which is similar to almost all other Arabic contexts where English is considered a foreign language. Understanding that illuminates the need to show the past and current efforts in the field of EFL learning and why it is important to investigate what hinder Saudi students from speaking fluently and accurately.

For an extensive time in the Arabic learning context, teachers and students are exposed to numerous teaching strategies. From the grammar/translation method until the communicative approach took over, the performance of the four English skills varied due to numerous factors. Noticeably, students are progressing in terms of reading and listening skills and to some extent in writing skills. However, speaking skill remains low in achievement. Some researchers show that Arab learners are somehow incapable of mastering English-speaking skills (Diaab, 2016). That in itself can be frustrating for both teachers and educational authorities. Furthermore, it hinders students from pursuing higher learning or going abroad. In the context of Saudi Arabia, English is considered a foreign language and is usually regarded as an academic subject in schools. English is not the direct medium of teaching and learning in most situations and is not commonly used outside of school. In Saudi Arabia's education system, students start studying English as a compulsory subject in the fourth grade. The communicative approach is the supposed way of teaching English but many teachers employ the grammar and translation method for the sake of an easier assessment, which means that speaking and listening are somehow inferior to writing and reading in the scale of skill importance in the EFL classroom. Saudi students take around 2 hours a week for elementary school (fourth, fifth, and sixth grades), 4 hours a week for intermediate school (first, second, and third grades), and 5 hours a week for secondary school (first, second, and third grades). With two textbooks a year, we can total that up to 18 English books from basic English to advanced levels throughout the years. Despite the years of exposure to the target language in class, it is difficult for

EFL students in Saudi Arabia to converse, or even build a simple question. They wonder why they cannot speak decent English because their attempts fail to achieve their expected performance.

Aljumah (2011), in a study regarding the development of Saudi students speaking skill, argues that often teachers and students in Saudi EFL classrooms oppose each other: teachers babble all the time, while students mumble and choke on their sentences, or say nothing. Therefore, nearly all such teachers and lecturers complain about their students' unwillingness to speak and communicate. Similarly, Al-wassabi (2016) notices that, in the Saudi EFL classes, only a few competent students who usually have better exposure to English and participate in the classroom while other students are less competent to speak. And when lesser skilled students speak in the target language, they generally just answer any question been asked by the teacher, therefore that learning attitude significantly limits the expected performance of the students.

From another perspective, Alshammari (2011) says, with regard to English instruction in Saudi Arabia, 69% of Saudi teachers use Arabic in English classrooms and 60% use Arabic to limit their time-consuming effect. Therefore, Saudi students lack opportunities to practice speaking English in the classroom because of this preference for using Arabic while they also suffer from a lack of authentic situations to practice English communication skills outside of the classroom. This absence increases the critical role of classroom practice in providing the students with important English-speaking opportunities. Neither teachers nor students in the teaching and learning process should underestimate these opportunities. Many English teachers concentrate on improving reading and writing skills and do not take the value of speaking and listening skills into consideration. In other words, teaching oral skills is mostly ignored in Saudi schools which contributes highly to our problem at hand.

Students in Saudi Arabia may not understand why they should bother mastering English language skills. Why do they need English? Students use Arabic in their everyday experiences and environments to get what they need. Most local employers do not need English skills, either. Apparently, students in Saudi Arabia can interact effectively in their local context and still get a decent job without using English. These important facts help to understand the negative attitude of Saudi students towards English learning (Norton & Syed, 2003). In the classroom, students have no expectations and are negative learners and it is a fact that students are not interested in mastering English language skills because they will advance to the next grade even though they fail the subject because teachers are giving them minimum marks in order to pass. To support that more, several studies such as (Abrar et al, 2018, Diaab, 2016) dealt with what factors can prevent students from speaking English inside and outside the classroom in different EFL contexts and mentioned those poor teaching strategies and the lack of practice time in class. Each factor can create a problem for learners' speaking in English. Surprisingly, the role of the teacher is also there as a major factor among other considerable factors. Regardless, few studies discuss the challenges that teachers encountered in teaching speaking in an Arabic-context classroom. A lot of these challenges may arise from linguistic factors and non-linguistic factors such as internal factors like inhibition, anxiety, language proficiency, and external factors as classroom settings, class period, and poor participation along with socio-factors outside the classroom (Abrar et al, 2018, Diaab, 2016).

Having all of the above, past studies consider many students in Arabic contexts do not master or practice speaking skill in class, they do not have enough opportunities to speak English outside the class, they use Arabic in English classes, they have a negative attitude towards English, they pass the subjects due to their teachers' poor judgment, and adding to that numerous factors regarding psychological issues and linguistic insufficient input, by taking into consideration all those above-mentioned difficulties, limitations, constraints, and being an EFL learner as well as an English language teaching practitioner, the researcher not only encounters speaking problems himself but also observes this phenomenon among his students and friends of different

degrees while teaching them and is interested in knowing why EFL learners have these problems while learning and particularly speaking English. All these problems are paving a road for the study to identify the main factors behind the students' struggle in the context of Jazan, SA secondary schools.

1.2 Statement of the Problem

A concentration on the problems in EFL speaking, which are faced by Saudi students and caused obstruction to their progress, is a must in order to seek solutions to be implemented on their students. There is a need to examine the factors, conditions, and components affecting speaking skills because it is also affecting how students can react to their instructions. It is of higher importance that EFL teachers and educational authorities in Saudi Arabia are aware of these factors. Hence Speaking, for EFL learners, is a challenging skill to possess fully (Shumin, 2002). There are many factors for EFL teachers and educational authorities to take into consideration when providing an effective language learning environment. To the present researchers' knowledge, a bulk of studies (Assulaimani(2019), Ali et. Al (2019), Abdulghani & Ibrahim (2017), Bani Younes & Albalawi (2016), Al-wassabi (2016), Alharbi (2015), Alhamdi (2014), Hamad (2013), Aljumah (2011)) investigate speaking skills problems in Saudi Arabia and other EFL countries, but no previous researches are conducted in the EFL context of secondary schools in Jazan, SA and especially that university level will be the next phase for students' learning experience and they need much more knowledge and practice of English to pursue a better future.

To this end, this study deems it necessary to have an investigation into which factors can hinder EFL students from mastering the speaking skill. This study focuses on the main problems of speaking for students in the context of schools in Jazan, Saudi Arabia (Jazan, SA). Teachers of EFL are literally facing brick walls when teaching speaking in general due to several factors that hinder their students from communicating fully in the classroom or public. It is still skeptical why many students

show less engagement in the classroom's speaking activities comparing to other skills: listening, reading, and writing respectively. While it is necessary to understand the origin of the problem and what these factors are, solutions cannot be found unless we acknowledge the problems at hand because many variables are correlated with each other.

1.3 Purpose of the Study

This mixed-method study highlights the factors hindering EFL students in secondary schools in Jazan, SA from performing well in the speaking skill. Furthermore, it aims to investigate how students speaking level is affected by these factors. Moreover, it gives an opportunity for other researchers to widen the scope as well as giving the stakeholders recommended viewpoints to consider in order to overcome the difficulties that the students are facing.

1.4 Research Questions

The objectives of the research are:

1. To identify the main factors that hinder EFL secondary school students speaking Ability in Jazan, SA.
2. To investigate the effects of these factors on the students' speaking Performance.

1.5 Research Questions

1. What are the main factors that hinder EFL secondary school students' speaking Ability in Jazan, SA.?
2. How do these factors affect the students' speaking performance?

1.6 Conceptual and Theoretical Framework

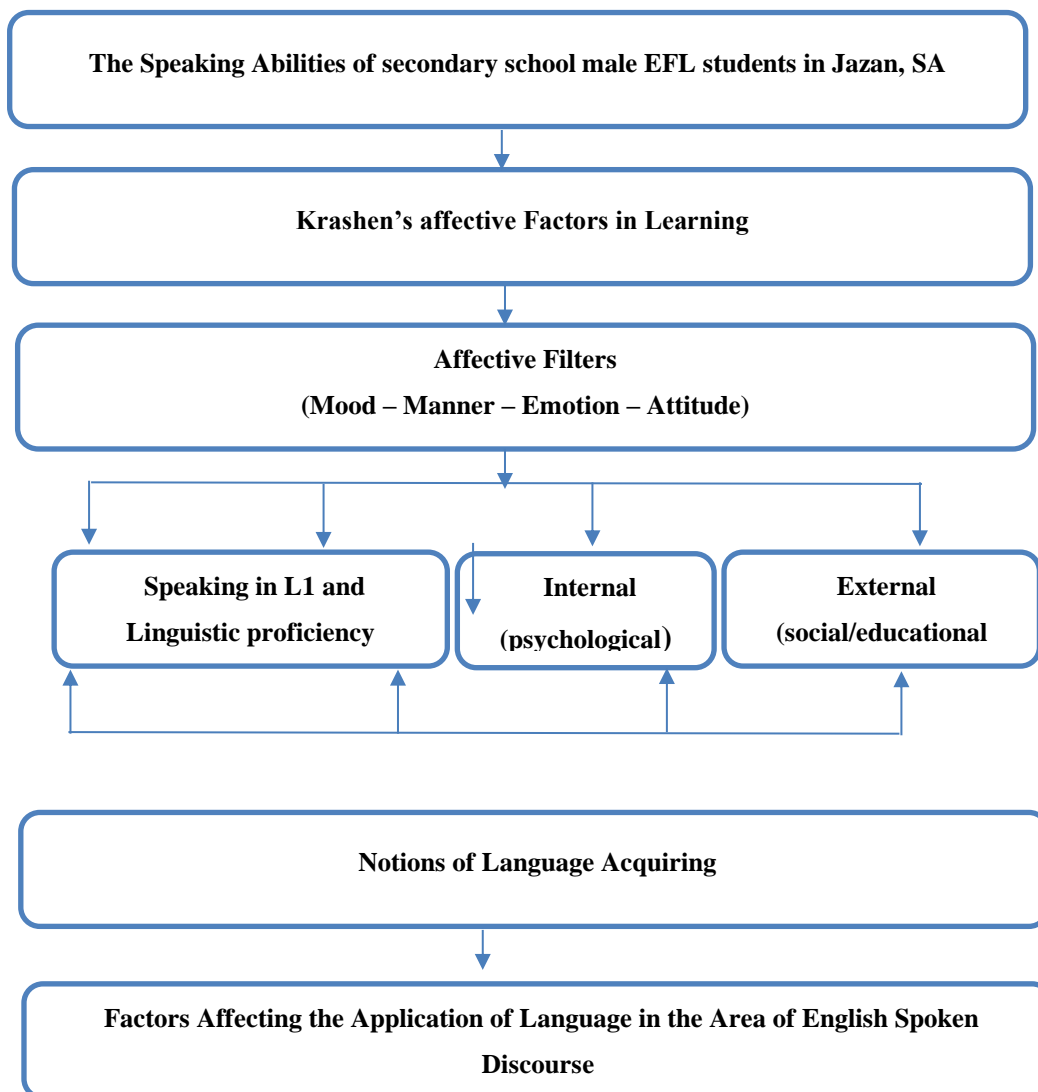


Figure 1.1 Conceptual Framework

The diagram in Figure 1.1 shows the conceptual framework. The concepts formulated is in connection to the theory of Krashen. This model is formed from five hypotheses; one of these is the affective filter. There are several effective variables including mood, anxiety, and self-esteem according to Krashen (1985) in his input hypothesis. He says that "a mental block induced by affective factors that prevent feedback from entering the system for language acquisition. One specific aspect that is being utilized is the affective filters. Based on an extensive reading of past literature about different factors that can affect EFL students and obstruct them from mastering speaking skill, the researcher understands that there are three main factors: linguistic factors, internal and external factors. Furthermore, Based on Krashen's second language acquisition (SLA) input hypothesis, we may consider these factors as similar to the high affective filter that keeps EFL student's from acquiring and producing the language in the form of understandable output: speaking skill. Krashen's input hypothesis is one of the critical theories in developing SL acquisition. These concepts will enable this paper to investigate the factors that affect the focused group of respondents, English speaking abilities. In this study, these three major factors are to be explored, discussed, and inquiring responses from students. linguistic factors, internal factors, and external factors to fulfill the aim of the study. This conceptual framework will act as a guide for the researcher to analyze the data obtained in accordance with the concepts and to make justification of the phenomena.

1.7 Scope of the Study

How different factors can prevent EFL students from speaking is a wide scope. These factors could be related to language, psychology, school atmosphere, teaching methods, and socio-factors. Reasonably in the context of secondary school in Jazan, SA, there are no prior studies to assist teachers and educational authorities in shedding light on the core of the problem. The circumference of this research is to gain an insight into the factors preventing EFL students in secondary schools in Jazan, SA, from performing well in the speaking skill. The respondents of this research, 323 male students, are a part of this investigation, where a quantitative nature questionnaire is

utilized to gain valuable data for analysis. Adding on, 18 participants were selected for a semi-structured interview. All the obtained data would be tabulated, analyzed, and interpreted to acquire a deeper comprehension of the factors affecting the students' ability to speak in the targeted language of English. Furthermore, it aims to investigate how students' speaking level is affected by these factors. Hence, the study is limited to the respective context to determine which of these factors have higher impacts on the students. The sample will be taken from the population of Saudi students in secondary schools in Jazan, SA.

1.8 Significance of the Study

The research findings will be beneficial to those who are in educational leadership positions in Jazan, SA, and for those who are interested in language pedagogy such as EFL teachers, supervisors, English departments, university lecturers, headmasters, syllabus designers, and language program instructors. Furthermore, this study is important because it will enable the EFL teachers to increase their awareness about the factors that prevent them from performing successful speaking lessons and activities.

Additionally, the findings of this study may lead teachers to provide proper assistance to EFL students. It might enable teachers to apply creative ways to increase their students' willingness to speak English and their awareness in viewing themselves as EFL learners. With this new understanding, language teachers can identify different strategies in order to create and facilitate a less stressful learning environment so that it can help in gaining the desirable goal of language acquisition. This is really important to ensure that EFL students in secondary schools in Jazan, SA can do well and increase their English-speaking skills.

1.9 Definition of Terms

Speaking:

The skill of communicating information or expressing one's feelings in speech. It is how well can a speaker expresses his ideas, feelings, and thought orally.

Factor:

A component or element that contributes to a result. It is an element that affects something.

Linguistic:

It describes something related to language. Linguistic components for instance are related to vocabulary, grammar, fluency, accuracy, mother tongue influence and the four major English skills: speaking, listening, reading and writing.

Internal:

It describes something situated inside oneself. It is related to the human mind, emotions, psychological traits, and behaviors.

External:

It describes something situated in the surroundings of oneself. It is related to the cultural, social, educational contexts.

1.10 Chapter Summary

English proficiency is no longer simply a marker of social status. As English is now the undisputed language of science worldwide, Saudi students need English to access a wide range of fields and domains. English language proficiency is also essential to success in business, international trade, and academic life and publishing as it allows speakers to follow the latest developments and articulate one's identity to the whole world (Crystal, 2003). This study aims to determine the factors that are affecting the speaking ability for EFL secondary grade students in Jazan, SA, and to investigate how these factors have affected the speaking performance of the students. Since there were no studies have been conducted in this region and/or on secondary school students. After conducting this study and answering all its raised questions and fulfilling its objectives.

In this chapter, an emphasis was put on the reasons behind choosing the title and the scope of the study while explaining the importance of the specific goals which concentrate on the factors that affect speaking for Saudi EFL students in Jazan, SA, as well as to investigate the effects of these factors. In the next chapter, a review of the past studies is discussed to shed more light on these factors from other researchers' perspectives in Saudi and global EFL contexts.

REFERENCES

- Abdelghani, A., & Ibrahim, M. (2017). *Investigating Speaking Skill's Problems and Difficulties that Encounter Secondary Schools' Students in Riyadh City*. 1(7), 163–173.
- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F, Makmur, & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1), 129-145. Retrieved from <http://nsuworks.nova.edu/tqr/vol23/iss1/9>
- Adolphs, S., & Schmitt, N. (2003). Lexical coverage of spoken discourse. *Applied linguistics*, 24(4), 425-438.
- Ahmed, S. H. A. (2016). Teaching speaking skills at Sudanese schools: Teachers' perceptions. *International Journal of Research Studies in Language Learning*, 5(5). <https://doi.org/10.5861/ijrsl.2016.1362>
- Al Busaidi, S. B. (1998). *An investigation of teachers' and students' attitudes towards the use of mother tongue in English foreign language classrooms in Oman* (Doctoral dissertation, Center for Applied Language Studies, University of Reading).
- Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)*, 2(6), 22–30. Retrieved from <https://www.researchgate.net/publication/270340628>
- Al-jamal, D. A., & Al-jamal, G. A. (2014). *An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills*. 7(1). <https://doi.org/10.5539/elt.v7n1p19>
- Al-Roud, A. (2016). Problems of English Speaking Skill that University Students Encounter from Their Perspectives. *British Journal of Education, Society & Behavioural Science*, 18(3), 1–9. <https://doi.org/10.9734/bjesbs/2016/28404>

- Al-Sobhi, B. M. S., & Preece, A. S. (2018). Teaching English speaking skills to the Arab students in the Saudi school in Kuala Lumpur: Problems and solutions. *International Journal of Education and Literacy Studies*, 6(1), 1-11.
- Al-Wossabi, S. (2016). Speaking in the target language: Issues and considerations. *Journal of Language Teaching and Research*, 7(5), 886-893.
- Alharbi, H. A. (2015). Improving students' English speaking proficiency in Saudi public schools. *International Journal of Instruction*, 8(1), 105–116.
<https://doi.org/10.12973/iji.2015.818a>
- Alhmadi, N. S. (2014). English speaking learning barriers in Saudi Arabia: A case study of Tibah University. *Arab World English Journal*, 5(2).
- Ali, J. K. M., Shamsan, M. A., Guduru, R., & Yemmela, N. (2019). Attitudes of Saudi EFL learners towards speaking skills.
- Aljumah, F. (2011). Developing Saudi EFL Students' Oral Skills: An Integrative Approach. *English Language Teaching*, 4(3), 84–89.
<https://doi.org/10.5539/elt.v4n3p84>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3), 21-34.
- Alshammari, M. M. (2011). The use of the mother tongue in Saudi EFL classrooms. *Journal of international education research (JIER)*, 7(4), 95-102.
- Alshumaimeri, Y. A., & Alzyadi, M. S. (2015). Using Material Authenticity in the Saudi English Textbook Design: A Content Analysis from the Viewpoint of EFL Teachers. *Advances in Language and Literary Studies*, 6(2), 229-241.
- Asakereh, A., & Afshar, H. S. (2016). Speaking skills problems encountered by Iranian EFL freshmen and seniors from their own and their english instructors' perspectives. *Electronic Journal of Foreign Language Teaching*, 13(1), 112–130.
- Assulaimani, T. (2019). The Future of Teaching English in Saudi Arabia. *Universal Journal of Educational Research*, 7(8), 1623–1634.
<https://doi.org/10.13189/ujer.2019.070801>

- Asyisyifa, D. S., Jumadi, I. W., & Kuswanto, H. (2019). Analysis of students critical thinking skills using partial credit models (Pcm) in physics learning. *International Journal of Educational Research Review*, 4(2), 245-253.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests* (Vol. 1). Oxford University Press.
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: speaking*.
- Bani Younes, Z., & Albalawi, F. (2016). Investigating the factors leading to speaking difficulties: Both perspectives of EFL Saudi learners and their teachers. *Arab World English Journal (AWEJ) Volume*, 7.
- Bowen, W. G., Kurzweil, M. A., Tobin, E. M., & Pichler, S. C. (2005). *Equity and excellence in American higher education*. University of Virginia Press.
- Boyce, S., & Espy-Wilson, C. Y. (1997). Coarticulatory stability in American English/r. *The Journal of the Acoustical Society of America*, 101(6), 3741-3753.
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman.
- Brown, T. A., Campbell, L. A., Lehman, C. L., Grisham, J. R., & Mancill, R. B. (2001). Current and lifetime comorbidity of the DSM-IV anxiety and mood disorders in a large clinical sample. *Journal of abnormal psychology*, 110(4), 585.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 2109.
- Carter, R., & McCarthy, M. (2014). *Vocabulary and language teaching*. Routledge. pp. 3-16
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336-1071.
- Coxhead, A., & Nation, P. (2001). The specialised vocabulary of English for academic purposes. *Research perspectives on English for academic purposes*, 252-267.
- Crystal, D. (2003). *English as a global language*. Ernst Klett Sprachen.
- Diaab, S. (2016). Role of faulty instructional methods in Libyan EFL learners' speaking difficulties. *Procedia-Social and Behavioral Sciences*, 232(1), 338-345.

- Edinne, M. S. (2013). The Impact of some Affective Factors on EFL Students at Tertiary Level. A Case Study of Third Year Students at the Department of English at Biskra University.
- Ely, C. M. (1986). An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom. *Language learning*, 36(1), 1-25.
- Gan, Z. (2012). Understanding L2 speaking problems: Implications for ESL curriculum development in a teacher training institution in Hong Kong. *Australian Journal of Teacher Education*, 37(1), 3.
- Gardner, H. (2004). Perceptions of Family: Complexities Introduced by Foster Care Part 2: Adulthood Perspectives*. *Journal of Family Studies*, 10(2), 188-203.
- Hakim, A. (2015). Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning. *The International Journal of Engineering and Science*, 4(2), 1-12.
- Hamad, M. M. (2013). Factors Negatively Affect Speaking Skills at Saudi Colleges for Girls in the South. *English Language Teaching*, 6(12), 87-97.
- Hao, D. T. T. (2017). Identify Factors That Negatively Influence: Non-English Major Students' Speaking Skills. *Higher Education Research*, 2(2), 35-43.
- Harmer, J. (1991). The practice of English teaching. *London & New York: Longman*, 175.
- Hashim, H., & Isa, I. S. M. (2012). Students' anxiety level towards speaking in English: Malaysia polytechnic experience. *ISBEIA 2012 - IEEE Symposium on Business, Engineering and Industrial Applications*, 595–599. <https://doi.org/10.1109/ISBEIA.2012.6422957>
- Hasibuan, A. R., & Irzawati, I. (2019). A Study of Freshmen's Autonomy In Learning and Their English Proficiency.
- HAY HOE, R. (1979). Written Language Reform and the Modernisation of the Curriculum: A Comparative Study of China, Japan and Turkey. *Canadian and International Education. Education Canadienne et Internationale London*, 8(2).
- Heriansyah, H. (2012). Speaking problems faced by the English department students of Syiah Kuala University. *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa*, 6(1), 37-44.
- Hinkel, E. (2006). Current perspectives on teaching the four skills. *Tesol Quarterly*, 40(1), 109-131.
- Hojati, A., & Afghari, A. (2013). An Investigation of Speaking-Associated Problems from Students. *The Iranian EFL Journal*, 9.

- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Jamshidnejad, A. (2010). The construction of oral problems in an EFL context: An innovative approach. *Studies in Literature and Language*, 1(6), 8-22.
- Kapranov, Y. V. (2018). Diachronic Interpretation of Nostratic Etymon* wol (a) Based on Proto-Indo-European*(e) wel-(Gr hw-/ew-) and Proto-Altaic* ulu (~-o) Forms (According to SA Starostin's Version). *Науковий часопис Національного педагогічного університету імені МП Драгоманова. Серія 9: Сучасні тенденції розвитку мов*, (17), 68-80.
- Krashen, S. (1982). Principles and practice in second language acquisition.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Addison-Wesley Longman Limited.
- Latha, B. M., & Ramesh, P. (2012). Teaching English as a second language: Factors affecting learning speaking skills. *International Journal of Engineering Research & Technology (IJERT)*, 1(7), 1-6.
- Leong, L. M., & Ahmadi, S. M. (2017). AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING SKILL.
- Lindsay, C., & Knight, P. (2006). *Learning and teaching English: A course for teachers* (No. Sirsi) i9780194422772). New York: Oxford University Press.
- Littlewood, W., & William, L. (1981). *Communicative language teaching: An introduction*. Cambridge university press.
- Littlewood, W., & William, L. (1984). *Foreign and second language learning: Language acquisition research and its implications for the classroom*. Cambridge University Press.
- MacIntyre, P. D. (1994). Variables underlying willingness to communicate: A causal analysis. *Communication Research Reports*, 11(2), 135-142.
- Mahboob, A., & Elyas, T. (2014). English in the kingdom of Saudi Arabia. *World Englishes*, 33(1), 128-142.
- Mahdi, A. M., & Yasin, M. S. M. (2015). Translating Collocations from English to Arabic among Iraqi EFL Learners. *English Language and Literature Studies*, 5(3), 57.
- Mahripah, S. (2014). Exploring Factors Affecting EFL Learners' Speaking Performance: from Theories into Practices. In *Proceedings of the 3rd UAD TEFL International Conference*.

- Mazouzi, S. (2013). *Analysis of some factors affecting learners' oral performance. A case study: 3rd Year Pupils of Mena'a's Middle Schools* (Doctoral dissertation, MA Dissertation, Department of Foreign Languages, English Division, Faculty of Letters and Languages, Mohamed Khider University of Biskra, People's Democratic Republic of Algeria).
- McCarthy, M., & Carter, R. (2014). *Language as discourse: Perspectives for language teaching*. Routledge.
- Miskam, N. N., & Saidalvi, A. (2019). Investigating English language speaking anxiety among Malaysian undergraduate learners. *Asian Social Science*, 15(1), 1-7.
- Moustakas, C. (1994). *Phenomenological research methods*. Sage publications.
- Nation, I. (2001). *Learning Vocabulary In Another Language*. Cambridge: Cambridge University Press.
- Norton, B., & Syed, Z. (2003). TESOL in the Gulf: The sociocultural context of English language teaching in the Gulf. *TESOL quarterly*, 37(2), 337-341.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge university press.
- Ostovar-Namaghi, S. A., & Malekpur, A. (2015). Vocabulary learning strategies from the bottom-up: A grounded theory. *The Reading Matrix: An International Online Journal*, 15(2), 235-251.
- Pattison, G., & Byun, C. H. C. (1992). *Kierkegaard on art and communication*. Springer.
- Saurik. (2011). Learning English the easy way! [Online] Available: <http://guides.wikinut.com/Learning-English-The-Easy-Way!/2wuchx26/> (March 15, 2011)
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Seidlhofer, B. (2005). English as a lingua franca. *ELT journal*, 59(4), 339-341.
- Shumin, K. (1997). Factors to Consider: Developing Adult EFL Students' Speaking Abilities. *English Teaching Forum*, 35 (3), 8.

- Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. *Methodology in language teaching: An anthology of current practice*, 12, 204-211.
- Soureshjani, K. H., & Riahipour, P. (2012). Demotivating factors on English speaking skill: A study of EFL language learners and teachers' attitudes. *World Applied Sciences Journal*, 17(3), 327-339.
- Stanton, N. A., Hedge, A., Brookhuis, K., Salas, E., & Hendrick, H. W. (Eds.). (2004). *Handbook of human factors and ergonomics methods*. CRC press.
- Thornbury, S. (2004). *Natural grammar*.
- Tok, S., & Morali, S. (2009). Trait emotional intelligence, the big five personality dimensions and academic success in physical education teacher candidates. *Social Behavior and Personality: an international journal*, 37(7), 921-931.
- Tseng, W. T., Dörnyei, Z., & Schmitt, N. (2006). A new approach to assessing strategic learning: The case of self-regulation in vocabulary acquisition. *Applied linguistics*, 27(1), 78-102.
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien high school. *Asian journal of educational research*, 3(2), 8-23.
- Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.
- Viera, J., & Kosheleva, O. M. (2017). Studying English Language Learners' Digital Practices in an Online Environment to Create Equal Learning Opportunities. *AERA Online Paper Repository*.
- Wen, Q., Wang, H., Wang, J., Zhao, C., & Liu, Y. (2010). A comparative study of critical thinking skills between English and other liberal arts majors [J]. *Foreign Language Teaching and Research*, 5, 350-355.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, 37(3), 308-328.
- Wu, H. (2019). Reticence in the EFL Classroom: Voices from Students in a Chinese University. *International Journal of Applied Linguistics and English Literature*, 8(6), 114-125.
- Yalçın, Ö., & İnceçay, V. (2014). Foreign language speaking anxiety: The case of spontaneous speaking activities. *Procedia-Social and Behavioral Sciences*, 116, 2620-2624.

Zeinivand, T., Azizifar, A., & Gowhary, H. (2015). The relationship between attitude and speaking proficiency of Iranian EFL learners: The case of Darrehshehr City. *Procedia - Social and Behavioral Sciences*, 19, 240-247.

Zhiping, D., & Paramasivam, S. (2013). Anxiety of speaking English in class among international students in a Malaysian university. *International Journal of Edu*