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**The Difficulties Students Face with the Speaking Skill
at the Secondary Stage from the Teacher and Student
Perspective at Governmental Schools
in Bethlehem District**

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Secondary Stage from the Teacher and Student Perspective
at Governmental Schools in Bethlehem District**

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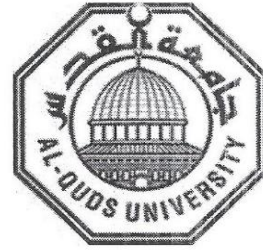
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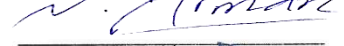
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Dedication

From my deep heart and great love, this work is dedicated to:

My God who always helps me achieve my goals in my life,

My lovely father” Hani” for his support step by step to achieve my goals,

My lovely mother” Nahla” for her support, her prayers, moral support and kind words of great inspiration during my piece of study to achieve my goals.

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My lovely friend, Maha jum’a for her helping during my study, support and everlasting encouragement.

Declaration

I certify that this thesis submitted for the degree of the master, is a result of my own research except where otherwise acknowledged and that this study has not been submitted for a higher degree to any other universities or institutions.

Signed:.....

Jihan Hani Abd-Alraheem Shweiki

Date: 22-12-2018

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The Difficulties Students Face with the Speaking Skill at the Secondary Stage from the Teacher and Student Perspective at Governmental Schools in Bethlehem District.

Supervisor: Dr. Hasan Hamad

Abstract

The aim of the present study is to identify the difficulties that secondary school students face in the speaking skill from the teacher and student perspective at governmental schools in Bethlehem district. Moreover, the study aimed to identify the factors that hinder the development of students' speaking abilities, and the extent of students understanding of the importance of the speaking skill. The study was carried out at the first semester of the scholastic year 2018- 2019 at the secondary stage schools in Bethlehem district. Three tools were constructed which included a teachers' questionnaire, students' questionnaire, and an interview with the secondary students. From these questionnaires and an interview, data was collected and processed by using means, Standard Deviations, Frequencies, Percentages, t-test, one-way ANOVA, Person Correlation, and Cranach Alpha by using SPSS (Statistical Package for Social Sciences). The population of the study included all English language teachers at the secondary stage (10th- 11th- 12th) and their students represented by (25) males and female teachers, and 379 males and females secondary-stage students' at governmental schools in Bethlehem district. The sample of the study was stratified random, also the interview was held with 14 students chosen stratified randomly from the population of the study. It consisted of 4 questions.

The results of teachers' questionnaire showed that there were no statistically significant differences between teachers' gender "male" and "female", and there were no statistically significant differences between teachers who hold different university degrees or qualification. Also, there were no statistically significant differences between teachers with less than 5 years' experience, 5-10 years' experience and those with 11-20 years of experience.

The results of students' questionnaire showed that there were statistically significant differences between students' gender "male" and "female" in favor of females. Also, there

were statistically significant differences between students' place of living (city- camp-village) in favor of village students.

The students' interviews revealed that all students encounter various difficulties in the English speaking skill such as the lack of using the correct form of grammar in speaking, the lack of vocabulary and lack of synonyms, lack of being afraid of making mistakes while talking, lack of practicing the language in real situations, and the people's criticism on students while speaking English.

Key words: Difficulties, the speaking skill, secondary school students, government schools.

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Chapter one

1.1 Introduction

Openness to the international community requires that humans emphasize the importance of learning English. Hence, the most important thing that human beings need to understand each other is good communication through language. Banu and Nishanthi (2017) stated that English is an important international language. They added that the major window into the world is English, which means that English gives us a view of the progress that is taking place in the world.

Language in general is an important element in communication. Moreover, English is the official language in many countries in the world. Reddy (2016) emphasizes the importance of English. First, it is used by the international business community. Second, people use it in education and in the pedagogical field. Third, it allows people to get a variety of jobs abroad. For example, English can help professions like pilots, air hostesses, travel guides, and media managers. Fourth, English gives researchers easy access to essential information. Last, it can be utilized in media and entertainment programs.

When someone expresses his thoughts to reveal a message to others, that is what we mean by language in general. Kailani and Muqqtash (2013) stated that language is a set of combination that form the system of rules by which the items are stored in the mind. Moreover, it is an arbitrary system of vocal symbols used to express thoughts and ideas among the members of a certain social community, and because English language is the most important to communicate with others, we need to know what we mean by “communicative language teaching” (CLT). The communicative approach is an approach that confirms interaction as both the means and the essential goal of the study.

Therefore, Haboush (2010) stated that language plays a pivotal and fundamental role in enabling individuals to communicate with each other, and he regards the English language is invading all Fields of modern life such as education, commerce, journalism, and