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Teachers' and Students' Perception of Improving Students' English-Speaking Ability: A Case Study at New Generation School, Kampong Cham

A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

Eang Chetra

December 2022

វិទ្យាស្ថានជាតិអប់រំ

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Teachers' and Students' Perception of Improving Students' English-Speaking Ability: A Case Study at New Generation School, Kampong Cham

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សារណាខ្លីនេះមានគោលបំណងស្វែងយល់អំពីការយល់ឃើញរបស់គ្រូ និងសិស្សលើឧបសគ្គនៃការនិយាយភាសាអង់គ្លេស និងដើម្បីស្វែងរកយុទ្ធសាស្ត្រដែលជួយពង្រឹងសមត្ថភាពនិយាយភាសាអង់គ្លេសរបស់សិស្ស។ ការសិក្សានេះធ្វើនៅវិទ្យាល័យ ហ៊ុន សែន ពាមជីកង ខេត្តកំពង់ចាម ដែលចូលរួមដោយគ្រូបង្រៀនភាសាអង់គ្លេសចំនួនបីនាក់ដែលមានបទពិសោធន៍យ៉ាងតិចបីឆ្នាំ។ ព្រោះរយៈពេលនៃការបង្រៀន បានធ្វើឱ្យគ្រូយល់ដឹងអំពីអាកប្បកិរិយារបស់សិស្ស និងមានយុទ្ធសាស្ត្រជាច្រើនសម្រាប់ការបង្រៀនជំនាញនិយាយភាសាអង់គ្លេស។ ម្យ៉ាងវិញទៀត អ្នកស្រាវជ្រាវក៏បានជ្រើសរើសសិស្សចំនួនពីរប្រភេទដើម្បីចូលរួមក្នុងការសិក្សានេះ ក្រុមទីមួយ ជាសិស្សដែលអាចនិយាយភាសាអង់គ្លេសបានល្អ និងមួយក្រុមទៀតជាសិស្សដែលនិយាយភាសាអង់គ្លេសមិនសូវបានល្អ ដើម្បីការស្វែងរកនូវឧបសគ្គក្នុងការនិយាយរបស់សិស្ស និងស្វែងរកយុទ្ធសាស្ត្រដើម្បីជួយសិស្សដែលមិនអាចនិយាយភាសាអង់គ្លេសបានល្អ។ ដូច្នេះ ការសិក្សានេះមានគោលបំណងស្វែងយល់អំពីមូលហេតុដែលសិស្សមួយចំនួន បានចំណាយពេលជាច្រើនឆ្នាំក្នុងការរៀនភាសាអង់គ្លេស ប៉ុន្តែពួកគេនៅតែមិនអាចនិយាយ និងប្រើប្រាស់ភាសាអង់គ្លេសបានល្អ។ តាមការសិក្សាគឺមានកត្តាជាច្រើនដែលបានជះឥទ្ធិពលដល់ការនិយាយភាសាអង់គ្លេសរបស់សិស្ស ដែលធ្វើឱ្យពួកគេមិនចង់និយាយ។ ហើយលើសពីនេះទៅទៀត ការសិក្សានេះក៏មានគោលបំណងស្វែងរកយុទ្ធសាស្ត្រដែលគ្រូប្រើដើម្បីជួយបង្កើនសមត្ថភាពនិយាយភាសាអង់គ្លេសរបស់សិស្ស និងដើម្បីទទួលបានអនុសាសន៍មួយចំនួនពីសិស្សដែលពូកែនិយាយភាសាអង់គ្លេស អំពីវិធីសាស្ត្រឬបច្ចេកទេសសិក្សារបស់ពួកគេដើម្បីជួយសិស្សដែលមិនអាចនិយាយភាសាអង់គ្លេសបានល្អ។ នៅក្នុងការសិក្សានេះ បានប្រើប្រាស់ការស្រាវជ្រាវតាមបែបគុណវិស័យ ជាករណីសិក្សាមួយដោយប្រើការសម្ភាសន៍សិស្សជាក្រុមក្នុងការប្រមូលទិន្នន័យ។ អ្នកស្រាវជ្រាវក៏បានប្រើការ "ការសម្ភាសន៍បែបស៊ីជម្រៅ" ដើម្បីទទួលបានទិន្នន័យបឋម។ បន្ទាប់ពីនោះ អ្នកស្រាវជ្រាវបានពិនិត្យថា ទិន្នន័យទាំងអស់ត្រូវបានប្រមូល និងចម្លងដោយប្រុងប្រយ័ត្ន បន្ទាប់មកប្រើការសរសេរកូដពណ៌ និងការវិភាគតាមប្រធានបទ ដើម្បីចាត់ថ្នាក់វា ហើយទិន្នន័យត្រូវបានវិភាគដោយដៃនៅក្នុងកម្មវិធីកុំព្យូទ័រ។ លទ្ធផលនៃការសិក្សានេះបានបង្ហាញថា គ្រូចាំបាច់ត្រូវប្រើវិធីសាស្ត្រមួយចំនួនដែលបម្រើដល់ការបង្រៀនជំនាញនិយាយភាសាអង់គ្លេស ដើម្បីជួយសិស្សឱ្យជំនះលើឧបសគ្គរបស់ពួកគេដូចជា ការលើកទឹកចិត្តសិស្សឱ្យព្យាយាមនិយាយភាសាអង់គ្លេស ហើយចូលរួមក្នុង

សកម្មភាពនិយាយនានា ដោយបង្កើតថ្នាក់រៀនសកម្ម និងរីករាយដល់សិស្ស។ ជាងនេះទៅទៀត សិស្សត្រូវមានចំណេះដឹងមូលដ្ឋានភាសាអង់គ្លេសជាមុនតាំងពីបឋមសិក្សា មុនចូលដល់កម្រិតមធ្យមសិក្សា និងព្យាយាមអនុវត្តការនិយាយភាសាអង់គ្លេសឱ្យបានទៀងទាត់ ធ្វើការសិក្សាស្រាវជ្រាវបន្ថែមទៀត ឬសិក្សាដោយខ្លួនឯង និងបង្កើតការរៀនជាក្រុមជាមួយមិត្តភក្តិ។ ម្យ៉ាងទៀត សិស្សត្រូវមានភាពក្លាហាន និងមានទំនុកចិត្តក្នុងការសិក្សាដោយហ៊ានសួរ ហ៊ានឆ្លើយ និងចូលរួមគ្រប់សកម្មភាពក្នុងថ្នាក់ដែលគ្រូផ្តល់ឱ្យ។ សិស្សត្រូវ និយាយភាសាអង់គ្លេសញឹកញាប់ ជាជាងភាសាកំណើត ហើយមិនគួរប្រើប្រាស់ទូរស័ព្ទក្នុងថ្នាក់រៀននោះទេ។ លើសពីនេះទៅទៀត គឺទាមទារឱ្យមនុស្សដែលនៅជុំវិញខ្លួន ដូចជា ឪពុកម្តាយ គ្រូបង្រៀន និងមិត្តភក្តិ ជួយជំរុញ និងលើកទឹកចិត្តពួកគេឱ្យរៀនសូត្របន្ថែមផងដែរ។

ABSTRACT

This mini-thesis explores the teachers' and students' perceptions of the hindrances of the student's English-speaking skills and to find the strategies to improve students' English-speaking skills: A Case Study at Hun Sen PeamChikang High School in Kampong Cham Province. This study involved three English teachers with at least three years of experience in teaching English. The length of experience in teaching has made the teacher knowledgeable of students' attitudes toward the speaking class, and they have several strategies for teaching speaking skills. The researcher also chose two types of students to participate in the study, one group was students who could speak English well, and the other referred to students who were poor at speaking. Therefore, the paper aimed to explore why the students have spent so many years learning English; however, they still cannot speak and use English well. Based on the teacher's and student's perceptions, many factors affected the students' English speaking, making them unwilling to speak up. In addition, this study aims to find the strategies teachers use to improve students' speaking ability and to get some recommendations from the students who are good at speaking English about their learning strategies or techniques to help the students who cannot speak English well.

Moreover, this study employed a qualitative research design, a case study using the focus group interview as the data collection technique. The researcher also used semi-structured interviews to receive the primary data. After that, the researcher ensured all data had been collected and transcribed carefully, then used color coding and thematic analysis to categorize it. Then, the data was manually analyzed in the word processing software. Finally, the findings of this study suggest that it is necessary to use some strategies to help students overcome their hindrances in speaking English. Therefore, teachers have to motivate and encourage the students to try to speak up in English, be involved in speaking activities, and create an active and enjoyable learning classroom. Furthermore, the students should have

prior knowledge of English learning from primary school before attending the secondary level, regularly practice English speaking, do more research or self-study, and create group learning. Then, students must be brave and confident, dare to ask, answer, and participate in all class activities the teacher provides. In addition, students must frequently use English speaking rather than the native language, and they should not use smartphones in the classroom because it can distract their learning activities. Finally, the people around them also need to motivate and encourage them to learn.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master of Education in Mentoring

Name of candidate: EANG Chetra

Title of thesis: Teachers' and Students' Perception of Improving Students' English-Speaking Ability: A Case Study at New Generation School at Hun Sen Peamchikang High School, Kampong Cham.

This is to certify that the research carried out for the above-titled master's thesis was completed by the above-named candidate under my direct supervision. In addition, I played the following part in preparing this thesis guidance in research problem development, literature review, methodology, data analysis, and discuss findings.

Supervisor (Name): Mr. Kong Maneth

Supervisor (Sign): …….

Date……

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I (EANG Chetra) hereby present entitled "Teachers' and Students' Perception of Improving Students' English-Speaking Ability: A Case Study at New Generation School at Hun Sen Peamchikang High School, Kampong Cham."

The degree of Master of Education in Mentoring at New Generation Pedagogical Research Center is entirely my work. Furthermore, it has not been used to fulfil any other qualification requirements in whole or in part at this or any other equivalent institution.

Signed by (the candidate): ……

Date: …….

Countersigned by the Chief Supervisor ……

Date: ……

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List of Abbreviations

L1	First Language/Mother Tongue
L2	Second Language
EFL	English as a Foreign Language
ESL	English as Second Language
ELC	English Language Club
NGS	New Generation School
NGPRC	New Generation Pedagogical Research Center
MoEYS	Ministry of Education, Youth and Sport
PLC	Professional Learning Community

CHAPTER 1: INTRODUCTION

This chapter provides a brief introduction to the background and objectives of the study. Its content comprises a detailed description of the research's overall and specific purposes, a statement of the problem, the research purposes, research objectives, research questions, the significance of the study, an operational definition of key terms, and the summary chapter. In addition, this chapter has investigated the teaching and learning of speaking skills in English language learning.

1.1 Background of the Study

English is the global language that is frequently used to communicate across national and international boundaries (Crystal, 1997; Gladdol,1997). English is an international language skill that people use to communicate worldwide (Wardhany, 2020). English is the most widely used and dominant language for international business, technology, science, and academia. In most countries, English is considered the Second Language (L2) to be learned. It is used not only for communication with people in the world but also for getting a good job in the future (Sayuri, 2016; Roux, 2014). Therefore, the main goal of teaching English is to enhance students' ability to use L2 effectively and adequately in communication. For these reasons, learning English speaking skills is preferable for many EFL/ESL learners (Davies & Pearse, 2000, as cited in Boonkit, 2010).

English was introduced to Cambodia during the Khmer Republic or Lon Nol regime between 1970 and 1975, and at that time it was included in the curriculum (Neau, 2003). Currently, English has been included in the Cambodian curriculum from Grade 4. Thus, there was an intention to include English in the curriculum from pre-school education levels (MoEYS, 2015). In 1990, English was formally re-introduced in

secondary education. Since then, many approaches to teaching have been used in Cambodia, and the Cambodian government has promoted a student-centered approach to teaching and learning. Then the national curriculum has been revised through the cooperation between the Ministry of Education, Youth, and Sport and non-governmental organizations (Neau, 2003). Based on the new curriculum policy approved in 2004 aims to improve the quality of education and pursues a student-centered approach. Although a student-centered approach has been widely applied in EFL classes through the promotion of the communicative language teaching method, still the more traditional teaching method in which students are exposed to a teacher-centered approach, has a strong influence on English teaching in Cambodia (Neau, 2002).

Zyoud (2016), Penny (2000), and Nunan (1991) stated that among all the four language skills, speaking skill is the most crucial part of learning a second or foreign language because they mostly use it to interact with others to express ideas or feelings fluently and coherently. Therefore, speaking is one of the productive skills, which is evidence of a student's competence in a language. Sayuri (2016), Mahmudah (2015), and BoonKit (2010) mentioned that to be able to speak English well, the learners should master several vital elements, such as pronunciation, grammar, vocabulary, fluency, and reading, which means that students are challenging to give questions correctly. Celce-Murica (2001) raised that understanding about grammar did not help students' speaking ability. After a long time, the evidence indicated that listening and reading could improve students' speaking skills because reading could affect both fluency and accuracy of expression in their speaking. Furthermore, speaking is a productive skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar, and pronunciation through some activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995).

Becoming fluent in English in a non-English-speaking country like Cambodia is not easy. Many students have faced speaking difficulties even though they have been learning English for many years but still cannot speak. Some students may understand what the teacher is saying, but when the teacher asks them a question, it is difficult for them to give their opinion (Channthy, 2012). Students' speaking abilities did not improve because they did not have enough time to practice in the classroom, and they feared their teachers and classmates would laugh at them, discouraging them from speaking English in school (Khan, 2010). Moreover, students do not want to speak English in the classroom because they feel worried, shy, lazy, and incapable of speaking English (Wardhany, 2020). Furthermore, the limited vocabulary and grammar structures could cause a problem for students to express themselves in speaking English because they are afraid that when they make mistakes, the teacher and their classmates will laugh at them. Their friends will joke about their mistakes (Misbah et al., 2017).

Besides the native language, English is a crucial language for every communication to meet the demands of the global economy and to fulfil the local, national, and international needs of English language use. The most important thing to successfully achieve language learning is to focus on the four macro skills of speaking, listening, reading, and writing. Speaking is the most important skill for English learning among four skills because individual learners prefer to speak that language for essential communication (Khamkhien, 2010; Penny, 1996). Sharma (2018) stated that the primary purpose of English learning is to provide the ability to use the language to communicate effectively and correctly. We cannot separate speaking from human beings because speaking is used to express communication and ideas to people worldwide.

At Hun Sen Peam Chikang High School in the New Generation School, most students faced many hindrances in English speaking skills. Some students have learned

English for many years but still cannot speak English well, and some other students have never learned English since the primary level before they joined secondary school. Thus, they are facing many hindrances in their learning English speaking skills. Therefore, it is necessary to help the students improve their speaking ability and find a way to help them to overcome those problems. Moreover, teachers need to know the factors that affect their students' speaking performance to deal with those factors to help students to improve their speaking ability. However, until now, no research has been conducted about this issue in this area.

In addition, this paper was designed to find out students' speaking hindrances and to get teaching and learning strategies to improve students' speaking ability to get insights into the activities and teaching methods that may contribute to strengthening students' commitment to speaking English. Likewise, ESL teachers and program coordinators must achieve as comprehensive a picture as possible for learner language learning and help identify possible causes and gaps for the expected progress. So, it solves the problems and gives the learners more confidence and motivation to continue the language-learning process.

1.2 Statement of the Problem

In 1990, Cambodian secondary schools started teaching English as an elective subject, although the teaching had to commence with a very low resource base, with no teaching materials, no proper textbooks, no common teaching course syllabus, and a limited number of teachers and hours (Pith, 1996). Although English has been included in the Cambodian curriculum for more than 30 years, the challenges of English learning and teaching are still major problems for teachers and students. Therefore, English teaching and learning in state schools seem ineffective because the schools' curriculum does not properly meet the students' ability and background of the language (Neau, 2002).

Many English learners have spent many years learning the English language but cannot speak and understand it appropriately, so they still face challenges in their English speaking (Channthy, 2012; McLaren et al., 2005). Some students know vocabulary and grammar structures but sometimes feel nervous about speaking. It discourages them from speaking (Hakim, 2015). Mahmudah (2015) revealed that students try to express their ideas through speaking, but sometimes they lack the confidence and braveness to speak English, negatively impacting their English learning. Sun et al. (2017), as well as Tuan and Mai (2015), showed that many language teachers face difficulties in helping students to speak English in classes, such as insufficient knowledge, shyness, or even fear of connection with communicating in English, especially in the part of students who were singled out in class. Furthermore, students lack the desire to speak due to worries about making mistakes, fear of criticism, low self-confidence, and shyness of their classmates' laugh. When they try to say something in the classroom, there is no appropriate solution for how the teacher can overcome this problem (Derakhshan et al., 2016; Tuan & Mai, 2015; Khan, 2010).

Currently, speaking is an essential skill to acquire. Nevertheless, speaking in English for EFL learners is not easy; it requires much effort to create phrases or sentences in English (BoonKit, 2010). On the other hand, students frequently use their First Language (L1) to express ideas when they have no idea about speaking. Teachers have a negative role modelling of using the L1 in English language classrooms, making students think it is ok to use their L1 since their teachers do the same (Tuan & Mai, 2015; Harmer, 2007).

Speaking skills seem to be ignored in the national examination because there is no speaking test for the students. Therefore, most teachers are less concerned about speaking skills; they skip the listening section and get students to read the text instead. Thus, they

mainly focus on only some skills used or appearing in the national exam, such as reading, writing, and grammar. Al-Sobhi and Preece (2018) revealed that English tests are almost written and have never been given any speaking or listening test, which indicates that a student can get full scores without being tested in speaking. Consequently, students focus only on what contains in the test, so students do not care about speaking skills; they only study to pass the exam.

1.3 Research Purposes

This study aims to explore hindrances of students' speaking ability, get some recommendations on how to learn English effectively, find the strategies to improve their speaking ability and see how teachers use techniques to teach speaking skills to their students. In addition, this study also explores the teachers' and students' perceptions of the hindrances of teaching and learning speaking skills at the lower secondary school level, which includes grades 7, 8, and 9 at Hun Sen Peamchikang High school, New Generation School.

1.4 Research Objectives

This study aims to find out the three specific research objectives as follows:

1. To investigate the major hindrances which affect students' English-speaking ability at Hun Sen Peamchikang High School.

2. To explore strategies teachers employ to enhance students' English-speaking ability at Hun Sen Peamchikang High School.

3. To explore strategies students employ to enhance their English-speaking ability at Hun Sen Peamchikang High School.

1.5 Research Questions

To achieve the objectives, this study was conducted in the lower secondary school, and there are three specific research questions like the following:

1. What are the hindrances that affect students' English-speaking ability as perceived by students and teachers at Hun Sen Peamchikang High School?

2. What strategies do teachers use to improve students' English-speaking ability at Hun Sen Peamchikang High School?

3. What strategies do students use to improve their English-speaking ability at Hun Sen Peamchikang High School?

1.6 Significance of the Study

This study is supportive and helpful for relevant people, such as students, teachers, and schools to improve their teaching and speaking abilities. The study also shows some critical challenges in teaching English Speaking skills. This study tries to deal with some challenges of teaching and learning difficulties of the students in speaking ability.

The study also allowed students to learn about their English learning barrier to revise and reflect on what they have used before. In addition, students would identify the way of their speaking difficulties and use new learning techniques that the researcher provided to apply in the natural learning activity. Moreover, the researcher also offers solutions and suggestions for teachers and English learners to get a better improvement on speaking skills and guide their students to know how to achieve English learning. Furthermore, to get them to see the strengths and weaknesses of instruction, whether they should keep the same practices or revise their English learning strategy. More importantly, the researcher believes that this study can help teachers understand why students struggle to improve their speaking ability and find practical ways or teaching strategies that can push students to dare to speak English without frustration and mistakes.

Furthermore, this study also makes a visible effort for teachers to use various teaching techniques and other valuable recourses to apply in their classes and get them to overcome the challenges of teaching English Speaking skills.

In addition, the study helps relevant educational institutions or schools prepare suitable learning materials or visual teaching aids for English learning, such as auditory, cassettes, speakers, recorders, computers, LCD Projectors, and flashcards to support English learning speaking.

1.7 Operational Definition of Key Terms

This section presents operationalized meanings of the key terms used in this study. To understand more about this study, the researcher gives some key terms that are related to the study:

Perception: The awareness of a process. The term applies to the recognition of sensory information which is the intellect's ability to extract meaning from the data received by the senses.

Fluency: is the ability to answer coherently by connecting words and phrases, pronouncing the sounds clearly, and using stress and intonation (Hedge, 2000)

Accuracy: is the extent to which students' speeches match what people actually say when they use the target language. (Nunan, 1991).

NGS: Stands for New Generation School. NGS refers to a public school's "autonomy" with official accreditation, which contains new governance standards with strict accountability, high professional standards, innovation, and rationalized resource allocation (MoEYS, 2019).

1.8 Summary of the Chapter

This chapter has been reviewed in seven major sections: background of the study, problem statement, research purpose, research objectives, research questions, the significance of the study, and operational definition of the key terms. First of all, in the background of the study, it reviewed the power of English speaking, which has been used worldwide over time, and the processes of English speaking and teaching in other countries, especially Cambodia. Then, in the problem statement, many educators face speaking problems when they apply their new teaching methods in their classroom, causing students to become bored, shy, nervous, and unwilling to speak English in or outside the classroom. Moreover, the fundamental purpose of this study was to identify the teacher and students' perceptions of improving speaking ability. Thus, it was necessary to conduct the study from grades 7 to 9 at Hun Sen Peamchikong High School (NGS) because most students at those levels faced many hindrances in their English learning. Therefore, this came up with three research questions in this study: 1. What are the hindrances that affect students' English-speaking abilities as perceived by students and teachers? 2. What strategies do teachers use to improve students' English-speaking abilities? 3. What strategies do students use to improve their English-speaking abilities? In addition, the significance of this study was: to investigate the major problems which affect the teaching and learning of speaking skills and to explore strategies teachers employ to enhance students' English-speaking abilities. Last but not least, the researcher used four key terms in this study: perception, fluency, accuracy, and NGS. The next chapter, chapter 2, presents the literature review related to this study.

CHAPTER 2: LITERATURE REVIEW

In this chapter, the researcher reviews and discusses the literature, including national and international sources related to the topic. The researcher discusses students' and teachers' perceptions of improving students' English-speaking abilities. In short, this chapter presents seven important points related to speaking skills and English language learning, including (1) Introduction, (2) Definition of English-Speaking skills, (3) Challenges of English-Speaking skills, (4) The importance of English-speaking skills, (5) Factors and Common Problems affecting English-speaking skills, (6) The Teachers' Role in Improving Students Speaking Skills, and (7) The Students' Role in Improving Their Speaking Ability.

2.1 Definition of English-Speaking Skills

Speaking is a process that covers many things besides the pronunciation of individual sounds. It is a part of everyday life that people should develop into a soft and detailed language. Therefore, speaking is the most crucial factor in dealing with social and cultural contexts (Hill & Miller, 2013; Schmitt, 2012, as cited in Derakhshan et al., 2016). Chaney and Burk (1998) and Nunan (1999) defined speaking as a way to communicate verbally for primarily interpersonal and somewhat transactional purposes. One of the definitions used by Zyoud (2016) mentioned that speaking is an activity that involves parts of knowledge included (pronunciation, grammar, and vocabulary); it is the correct use of words in chronological order with the correct pronunciation.

2.2 Challenges of English-Speaking Skills

Speaking seems complicated for English learners because the speakers have to produce sentences continuously. Speaking is one of the most challenging skills that language learners face and is considered the most important of the four skills of English

learning. Even though they have been learning this language for many years, they find it challenging to speak in real situations when required (McLaren et al., 2005). Amin (2020), Rao (2019), Al-Sobhi and Preece (2018), Noprival (2016), Urrutia and Vega (2010), and Baker and Westrup (2003) revealed that speaking is challenging for foreign language learners to produce sentences or say something without learning the grammatical structures, spelling and having prior knowledge of vocabulary. Therefore, EFL/ESL learners face many problems speaking grammatical corrections in English. Amalia et al. (2021), Rovikasari et al. (2021), Amin (2020), Anh (2019), and Almubark (2016) mentioned that having a limited vocabulary could be a barrier to speaking English. The fewer words they have, the fewer sentences they can make, and the limited vocabulary can cause problems for students in expressing themselves in spoken English. The reasons that make students difficult to speak are the lack of ideas in speaking, lack of vocabulary in expressing ideas, lack of expressive speech, and lack of interesting teaching methods or techniques that can motivate them to speak (Tillit & Bruder, 1999, as cited in Hakim, 2015).

The other challenges by Soomro and Farooq (2018), Vietnam (2015), Tuan and Mai (2015), Robby (2010, as cited in Juhana, 2012), Bowen (2005), and Penny (1996) stated that teachers had encountered many problems in bringing students to speak English in class. Some students were inhibited from speaking, such as worried about making mistakes, fearful of criticism or losing face, shy, frequent use of L1, lacking topical knowledge, and uneven participation in class activities. In addition, many foreign language learners usually do not like or are afraid of speaking in the target language. Therefore, they often exhibit passive behavior in class because they do not have the opportunity to express themselves naturally and spontaneously (Powell et al., 1982).

Gomathi and Kiruthika (2013) and Khamkhien (2010) revealed that most students complained that they did not have enough time to practice their English-speaking ability in the classroom because the teacher did not motivate them to speak. Ahmed (2018) and Vietnam (2015) mentioned that students' low motivation and confidence were the factors that influenced their performance in expressing themselves. Another reason Cham (2013) said that teachers hadn't used various methods and applied their existing knowledge to practice in their classrooms. They only depend on textbooks from the Ministry of Education, Youth and Sport (MoEYS) without using extensive materials to support their teaching.

2.3 The Importance of English-Speaking Skills

Speaking skill is an essential factor to acquire when learning a foreign language and the success of learning the language is to see the good performance of learners who speak the language they learned. Moreover, most learners learning a language aim to speak well and communicate by using that language. Leong and Ahmadi (2017) and Davies and Pearse (2000) revealed that communication played a role in achieving success in all fields around the globe. The main goal of English language teaching is to promote students' abilities to use L2 correctly and effectively in communication. Therefore, speaking has become one of the skills that are a priority for all people, especially English learners. English speaking skill has become a preference for many English EFL/ESL learners among the four key language skills. Nuraini (2016) stated that teaching speaking is essential for foreign language learning. The efficient ability to communicate in a foreign language has contributed to the learner's success in school and every phase of life. Therefore, linguistic skills such as grammatical structures, vocabulary, and phonetics should be emphasized by the teachers in the classroom so that the students know how to speak correctly (Khamkhien, 2010).

2.4 Factors and Common Problems Affecting English-Speaking Skills

Speaking skill has been considered significant among other language skills. However, learning to speak is not easy because students usually face many problems that hinder them from speaking. Alrasheedi (2020) states that to teach speaking skills successfully, teachers need to understand the factors that affect students' speaking skills. So, teachers must help students overcome problems in learning to speak, and they must identify factors that affect their speaking performance. These include five elements that course the significant issues that influenced the process of teaching and learning speaking skills. These are (1) the absence of listening & speaking tests, (2) the teaching method is not communicative, (3) students' anxiety, (4) lack of motivation and confidence, and (5) the lack of necessary facilities.

2.4.1 Absence of Listening and Speaking Tests

Accordingly, English tests are almost written and students have never been given any speaking or listening test, which indicates that a student can get full scores without being tested in speaking (Al-Sobhi & Preece, 2018). Alhmadi (2014) showed that students are mainly focused on only two skills, reading, and writing, while almost ignoring speaking and listening practice. Moreover, since students' examinations are based on a written exam at the end of the term, students do not have enough time to use the L2 in or outside the classroom, so they cannot speak English fluently. Similarly, Clifford (1987) mentioned that speaking has been absent from the test due to problems with evaluating objectively and time to carry out the speaking test. Therefore, it is obvious that tests in the intermediate and secondary stages are biased toward reading and writing skills, along with grammar and vocabulary. Moreover, Harmer (2007) also stated that students would be extremely anxious to use the new language in such activities as when they are required to do speaking or listening tests, oral reports, and role-plays.

BoonKit (2010) added that English speaking skills should be linked with other skills so that these integrated skills will increase communication achievement with native English speakers and other members of the international community.

2.4.2 Large Class with Mixing Abilities

Channthy (2012) stated that teaching and learning English in Cambodia does not seem to be implemented due to constraints, such as the student sizes being too large and the classroom sizes being too small. Furthermore, the teacher uses traditional methods and does not have enough teaching materials, and students need more guidance to complete the task. Nuraini (2016) and Chowdhury and Shaila (2011) informed that there is an ongoing debate regarding language learning/teaching and class size, especially for countries that use English as Foreign Language (EFL). Moreover, language teachers worldwide may agree that there is a strong relationship between language teaching and class size. Nuraini (2016) mentioned that the problems faced in a large class are the space problem for both teacher and students, physical discomfort, an ominous atmosphere, students tend to miss classes to avoid learning activities, and giving individual attention feedback becomes difficult for the teacher. Furthermore, in the mixed-ability classes, it is difficult to solve the problems.

2.4.3 The Teaching Method is Not Communicative

A teaching method is a kind of strategy or part of teaching activities used in the classroom or the ways of teaching (Acocella, 2002). Some teachers used traditional methods, mainly Grammar-Translation Method, to present their lessons. Generally, the teachers realize that they should apply the current communicative methods to improve the student's proficiency. However, they cannot find the appropriate teaching materials and techniques to carry out classroom activities, so they only use traditional ones (Al-Sobhi & Preece, 2018). In traditional language classes, students and teachers always have a limited

role. For example, in a teacher-centered classroom, the teacher decides who talks when and about what the teacher dominates the class and is the one who spends most of his/her time talking. This type of teacher is the one who controls student participation through many classroom activities in that students have little chance to participate freely (Fernandez, 2004).

Moreover, the teaching method is an external factor that influences learners' attitudes and motivation, and engaging in the student-centered method is more likely to reduce anxiety (Alrasheedi, 2020). Students are not encouraged to speak English using a variety of speaking strategies. They are not provided opportunities to speak in class and are accustomed to using traditional teaching methods that prevent them from engaging in classroom interactions (Chowdhury & Shaila, 2011; Sharma, 2018). Ahmed (2018) said that English teachers are not proficient in English and have limited grammatical structures. Although most EFL teachers may have a diploma or bachelor's degree in English, they lack the skills to teach spoken English. They do not sufficiently understand communicative language teaching.

Nunn (2011, as cited in Derakhshan, 2015), Chen (2007), and Long (1969) raised that teaching English is an essential issue in countries where English is not their L1, so learning English is difficult for L2 learners because they cannot use English in real situations. They learn the sentences from textbooks, not in a realistic environment. Those are the reasons that make teachers unsuccessful in their language teaching. Ramírez (2010) also stated that it is crucial that teachers choose the most effective methods and approaches to improve teaching outcomes in general and develop the student's oral proficiency in specific. When planning a lesson, teachers should consider what methods they will use, the techniques they should practice, and the particular activities they will introduce to cover a topic. Derakhshan (2015) stated that teachers must learn different

ways to integrate language skills in the classroom and evaluate the extent to which skills are included. They are responsible for teaching materials, textbooks, and technologies that promote the integration of the four language skills and components of the language, such as syntax and vocabulary. Sharma (2018) and Harmer (1998) proposed that teaching speaking must be focused on actual language use by giving them more opportunities to practice English in or outside the classroom. Gillies (2006) indicated several learning strategies were implemented in the class, such as direct learning, translation method, and contemporary methods such as Jigsaw, Think-Pair-Share (TPS), and Gallery Walk.

2.4.4 Students' Anxiety

Woodrow (2006) and Brown (2000) mentioned that many factors affect students' ability to practice speaking, such as anxiety, nervousness, and unconfidence. They also added that the students' character also influences their speaking performance. Hakim (2015) indicated that anxiety in speaking occurs for many reasons, such as some students being afraid to make mistakes and being reluctant to be judged by their classmates. Therefore, anxiety is a significant problem that affects the English learning process. Arnold and Brown (1999, as cited in Derakhshan, 2016); Alhmadi (2014) stated that anxiety is considered one of the most influential factors in acquiring speaking or communication skills. It has a negative effect on the learning process. Students who suffer from language anxiety feel that speaking another language is a stressful experience. This experience causes students to withdraw from academic activity. Goh and Burns (2012) mentioned that students are concerned about how the audience evaluates and sees their faults. Therefore, they cannot put themselves in an uncomfortable or embarrassing situation. Cepon (2016) indicated that insufficient knowledge of both L1 and English is the key reason for students' speaking anxiety. It is necessary to discuss the content in

English before thinking in their L1, speaking on unfamiliar topics in English, and speaking unprepared about the topic.

2.4.5 Lack of Motivation and Confidence

Ahmed (2018), Mahmudah (2015), Humaera (2015), Oxford and Shearin (1994, as cited in Phirun, 2015), Brown (2000), Ames (1989), Gardner (1985), and Keller (1983) similarly mentioned that the factor that affects students' ability is the lack of motivation and confidence; it provides a bad impact on their English learning. There are two types of motivation "Intrinsic and Extrinsic Motivation." Forman (2005) and Sovath (2010) claimed that intrinsic motivation refers to an intangible (invisible reward) that encourages students to do or participate in something through their interests. For example, students are happy when they do well on a test after they have studied hard. Differently, extrinsic motivation is practical rewards (visible rewards) that persuade or attract students, such as giving scores or gifts.

It is an important problem in English learning that effectively motivates students in English learning, and it is considered a powerful tool in the classroom. Learners are low motivated by teachers who often ask students to read and discuss, but teachers do not give them any relevant information for real life and do not allow students to express themselves freely (Derakhshan, 2015; Ahmed, 2018). Wardhany (2020) and Nazara (2011) added that the fear of teachers and classmates' laughing could make students not want to speak English in the classroom. They should be given motivation and encouragement on psychological training to remove their shyness due to their classmates laughing and being scolded by their lecturers.

Accordingly, there is a strong relationship between motivation, confidence, and student performance and achievement (Elsheikh, 2015; Al samadani & Ibnian, 2015;

Khan, 2016, as cited in Al-Sobhi & Preece, 2018). Nuraini (2016) stated that high motivation and confidence could push students' learning to achieve the goal. It means that motivation is significant in teaching speaking. Roysmanto (2018), Hakim (2015), and Oradee (2013) mentioned that some students are unconfident when they speak English, and sometimes their feeling depends on their ability to speak English. Students with this attitude think that English is not as good as other students, and they worry that their friends will look down on them when they speak English. Al-Sobhi and Preece (2018) informed that the encouragement and support that students receive from teachers, parents, and classmates could help and facilitates their learning process. Students achieve better if they are motivated. It is generally acknowledged that self-confident students learn better because they are brave and confident in their abilities. So, having the confidence to speak is extremely important for ESL learners and makes students talk more and engage in communication.

2.4.6 Lack of Necessary Facilities

Teaching and learning English in Cambodia is not yet implemented due to some constraints, such as insufficient materials for CLT implementation and limited time for lesson planning (Channthy, 2012). Derakhshan et al. (2015) informed that many schools do not have any auditory or visual teaching aids necessary for language teaching, such as cassettes, recorders, computers, and projectors. One of the barriers to learning to speak is between the materials in the classroom and the course, so most teachers do not facilitate the situation for practice in speaking. In addition, teachers need to consider students' interests and their requirements. Wardhany (2020) and Al-Sobhi and Preece (2018) included that uninteresting teaching materials discourage students from participating in speaking activities. Ahmed (2018) informed that teachers do not spend any effort

providing pictures or drawings that may help in teaching vocabulary and grammar, and they depend on traditional teaching methods through excessive use of the L1.

2.5 The Teachers' Role in Improving Students Speaking Skills

Teachers must motivate ESL learners to improve their speaking skills to achieve their goals. When teachers use keywords or phrases, students will be encouraged to use those words daily. Channthy (2012) stated that teachers should be resources, researchers, and facilitators to all students in the class to build bridges in speaking activities. Teachers must give them opportunities to practice purposeful communication in meaningful situations. Sharma (2018) and Fernandez (2004) mentioned that learning to speak L2 will be facilitated when the learners actively try to communicate. When students know aspects and issues related to the teaching and learning process, they will appreciate the teacher's efforts to engage them in the classroom.

Since encouragement is believed to be the essential factor where educators can set goals to facilitate learning, EFL learners must be encouraged to speak bravely to gradually improve their speaking ability (Toste, 2011; Olson, 1997, as cited in Derakhshan, 2015). The teacher can create some activities in the classroom to develop the students' speaking skills in this way, and the teacher should encourage students to speak English no matter the mistakes in grammar and pronunciation they may have (Ramírez, 2010). In addition, linguistic skills such as grammatical structures, vocabulary, and phonetics should be emphasized by the teachers in the classroom so that we need to build the basis of the student's knowledge for the students to know how to speak correctly (Derakhshan, 2015; Gomathi & Kiruthika, 2013; Badi, 2015).

Al-Sobhi and Preece (2018) mentioned that the teacher's role is to encourage the students to practice English during the learning activities. Then, provide them with constructive feedback, and make their classes student-centered by giving students more

oral assignments in which they work in pairs and teams or group work to achieve the objectives of the task. Wegerif et al. (1999) and Johnson and Johnson (1990) stated that cooperative learning involves the students working in a group and requires all group members' contributions.

Teachers should use more English-speaking activities to motivate learners to learn and speak English and help students to develop their speaking ability to communicate in a foreign language. Therefore, language teachers must facilitate the communication process between students by engaging them in classroom activities to enhance their speaking skills and emphasize student-centered and collaborative learning (Oradee, 2013; Al-Sobhi & Preece, 2018). On the other hand, Channthy (2012) and Harmer (1998) suggested that a good teacher is good at preparation. They prepare to teach materials and lessons in advance, and they should provide teaching materials and encourage students to learn on their own. Therefore, teachers should follow the ordinary course, schedule activities, prepare for lessons that did not go as planned, or have a backup plan, and are willing to charge for their plan if necessary.

2.6 The Students' Role in Improving Their Speaking Ability

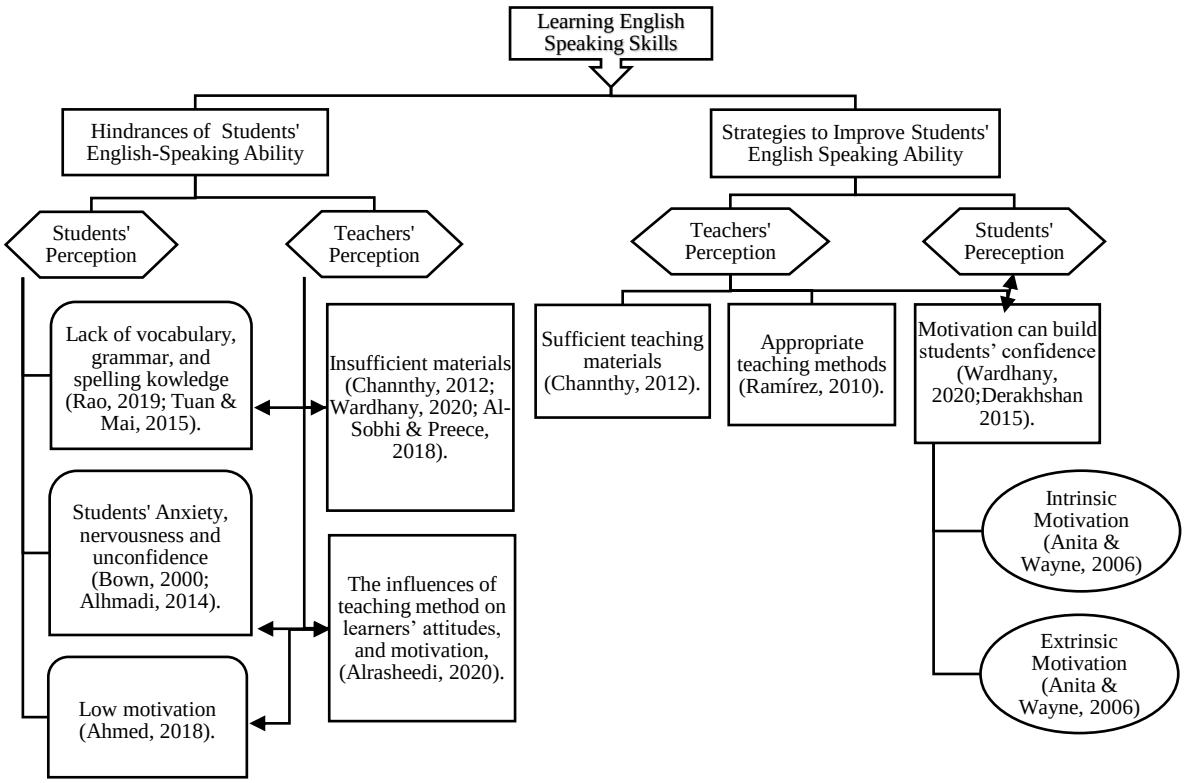
Fitriani and Apriliaswati (2015) informed that students should understand that speaking English is very important and requires them to speak fluently and accurately in the target language. Achieving fluency in oral communication is a significant dream and motivation most learners bring to language classes. Al-Sobhi and Preece (2018) and Sayuri (2016) found that to speak English well, English learners should have specific skills such as pronunciation, grammar, vocabulary, fluency, and comprehension. Then, they should also memorize new phrases and expressions to help them in their class discussions and daily life. Ramírez (2010) stated that students must participate in activities that develop specific listening skills, such as understanding the main point of

speaking, identifying specific details, and evaluating carefully. Alrasheedi (2020) mentioned that students should try to speak L2 at every opportunity and situation, leading to learners' appreciation for the spoken language. Thus, their motivation will be increased and strengthened. Nuraini (2016) and Zhang et al. (1995) indicated that in teaching and learning a foreign language, the learners must be ready for the target language and self-learning both outside and inside the language classroom. Alfawareh and Jusoh (2014), Elder (2013), Froese et al. (2012), and Tindell and Bohlander (2012) informed that the use of mobile phones could distract students' learning process. Students believe their classroom learning is disrupted during texting, making calls, taking pictures, and browsing the internet.

2.7 Theoretical Framework

As seen in this chapter, many factors are involved in English speaking skills. There are many studies about speaking skills, challenges, teaching methods, and the motivation to improve students' speaking ability. In addition, based on the results above, the researcher can establish the theoretical framework from the literature review and also based on the researchers' experiences as the following:

Figure 2.7. *Theoretical Framework of Teachers' and Students' Perception on Hindrances and Tips about Student's English-Speaking Ability.*



2.8 Summary of the Chapter

This chapter revealed that effective teaching methods, motivation, and sufficient teaching materials could improve students' English speaking. Since speaking is a challenging skill to learn, the teacher is the one who finds the appropriate teaching methods to motivate students to love to learn. Furthermore, students also face many challenges in learning English speaking caused of their learning and teachers' performance. Nevertheless, there are many solutions that teachers and learners use to deal with teaching and learning English speaking. According to what the researchers cited in the literature review, teachers need to understand the student's situation, teaching materials, motivation, and learning methods to improve students speaking ability. Furthermore, the students need to be more active in speaking inside or outside the

classroom. Therefore, teachers and students must have the same role in improving their speaking ability and feel confident to speak English without fear.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter describes the methodology used in this study. It mentions the research design, sample size and sampling technique, research instrument, data collection procedures, data analysis, ethical considerations, work plan, scope, and limitations of the study. Furthermore, the researcher used qualitative methods to collect and analyze the data in this study.

3.1 Research Design

This study uses a qualitative method with a case study design conducted at Hun Sen PeamChikang High School NGS, located in PeamChikang Commune, Kang Meas District, Kampong Cham Province, which is the place where the researcher works. Many English teachers and students joined this study because the researcher wanted to explore teachers' and students' perceptions and experiences regarding teaching and learning English speaking skills to find ways to improve the student's speaking ability. Moreover, the researcher wants to get detailed information from the participants to find the hindrances of English speaking and to explore the strategies to improve students' speaking ability. The researcher decided to use this method because its characteristic was to find an in-depth understanding of the problem in the everyday experience of individuals by interviewing (Creswell, 2012; Fraenkel et al., 2011).

3.2 Sample Size and Sampling Technique

This study was conducted in the researcher’s workplace at Hun Sen Peamchikang high school, NGS. The samples of the study consist of 3 English teachers and 6 students. A total of 9 participants at the research site from grade 7 to grade 9 joined this study. Purposive sampling was used in this study to get in-depth information about the actual situation in the research area. The participants were selected based on specific-purposive

sampling because the researcher aimed to explore more details about the hindrances of students' speaking ability and find ways to improve their English speaking and achieve the quality and effectiveness of English speaking. In addition, all the participants were asked the agreement to be interviewed with respect and responsibility.

The researcher selected 3 English teachers from grades 7 to 9 in the lower secondary level from Hun Sen Peamchikang High School. All English teachers who participated in this study have at least three years of experience in teaching English. Therefore, those teachers have enough experience from both non-NGS and NGS. The length of experience in their teaching would give them a broad view of the education and methodology, especially the ways or strategies in teaching speaking and handling students' varied characteristics. Therefore, the more experiences they have, their teaching method is more effective.

The students were chosen purposively from three levels of grade 7 to grade 9. There were two students from grade 7, two from grade 8, and two from grade 9 at Hun Sen Peamchikang High School. Furthermore, the researcher selected two types of students to participate in this study. First, the researcher chose the students who could speak English fluently, and second, those who could not. Moreover, the researcher selected students based on three main criteria. First, it was based on the student's ability that joins an English-speaking club. Secondly, it was based on first semester's scores in English subjects. Finally, it was based on the teachers' observation of their student's speaking ability because teachers were the ones who could understand their students' abilities.

The researcher chose those participants because the researcher aimed to discover the hindrances students face in their English speaking. Furthermore, the researcher aimed to explore strategies of students who are good at speaking English and use them to

improve their English-speaking ability and to give recommendations and experiences for the students who cannot speak English well.

Table 1

Selection Sampling

Participants	**Number of Participants**
Teachers	3
Students	6
Total	9
Student's Levels	
Grade 7	2
Grade 8	2
Grade 9	2

Note. All the participants are from the researcher's workplace.

3.3 Research Instrument

To achieve the study's objective, the researcher used the semi-structured interview as a data collection method to obtain in-depth information regarding the research topic through the interview questionnaire with all open-ended questions. The interview questions could help the researcher to find participants' in-depth experiences and perceptions of the research topic. Harrell and Bradley (2009) stated that semi-structured interviews are often used when the researcher wants to dig deeper into a topic and fully understand the answers offered.

Firstly, the researcher interviewed teachers aiming to explore the teachers' teaching methodology to improve students speaking skills because teachers are the ones who apply their teaching techniques, methods, motivations, and resources to students to enhance their learning. Moreover, the teachers understand the students' needs and ways of learning and practicing their English-speaking skills.

The researcher also aimed to interview students who could not speak English well or had difficulty speaking English because they wanted to know about the hindrances to the student's speaking ability that they faced in their learning speaking skills.

Furthermore, the researcher interviewed students who can speak English sufficiently to find the appropriate learning habits or techniques because the researcher aimed to explore the ways students use in their learning routine and use those methods to help students who have difficulty speaking English.

Before the interview, the researcher piloted with groups of students and teachers to identify the questions' problems and limitations. Then, the researcher adjusted the questions guides with the supervisor to get some advice before the interview. Meanwhile, the researcher has developed the interview protocol in appendices A, B, and C to answer the quality research questions.

3.4 Data Collection Procedure

This study primarily adheres to the use of qualitative research. Therefore, the researcher can collect the data from many different methods. Then, the researcher also requested a permission letter from the New Generation Pedagogical Research Center (NGPRC) to ask the consent from the school, teachers, and students at Hun Sen PeamChikang High School to accomplish the objectives of this study or the procedure of collecting data.

To collect data in this study, the researcher also informed the participants about the purpose of the study, asked for permission to use a voice or video recorder for note-taking, and kept the data confidential. Moreover, all the designed questions in the interview protocol were used to ask the individual participants flexibly regarding additional questions to clarify during the interviews. Therefore, each group of participants was interviewed at different times, and each interview took around 30 to 40 minutes.

To get the necessary information about participation and interaction about their perception, the researcher divided students into two groups with three students. Then, the researcher used the focus group interview in this study because it is important that the students' level of English was quite heterogeneous due to their different backgrounds and knowledge (e.g., one student came from grade 7, one from grade 8, and another one from grade 9).

Three students from each group were chosen as participants and asked to answer questions via interviews. In order to get relevant information about the factors that influenced their English speaking. It was important that the participants of the study were students with different levels of English ability. That is the reason why these six participants of the students were not chosen randomly but carefully selected according to their different levels of participation.

3.5 Data Analysis

After collecting the data, the researcher tried to organize, transfer the information from speaking to the typed files to be analyzed, and categorize or code it. First, the researcher used audio recordings and notes to transcribe the data. Next, the researcher began to code the data. Before coding the data, the researcher read the transcripts several times to understand the whole interview of the transcript for each participant.

In addition, after writing transcripts from interviews, the researcher asked the participants to check their information in the transcript before the researcher finalized the data. More importantly, the results were analyzed and classified into different themes carefully and confidentially. After that, the researcher wrote vital information and evidence from participants to support the main themes of this study. Furthermore, the researcher also compared the findings with previous studies and interpreted the findings' meanings to answer the research questions.

3.6 Ethical Considerations

To conduct this study effectively and productively, the researcher sought to address ethical issues commonly used in this research. Initially, the researcher defined the study's objectives in a way that was easy for participants to understand and get agreement from participants. Furthermore, all respondents' information was confidential, and they had the right to answer or not respond to the questions during the interview. So, this would encourage the participants to join the study, and the researcher could get reliable data from the participants. Furthermore, for the students who cannot speak English well, the researcher would be careful with the interview questions that make them feel uncomfortable or treat their feelings, especially for the questions related to the hindrances of the students' English-speaking ability.

In addition, the researcher selected three students and three English teachers to be the study's samples as volunteer participants. They can stop or reject joining anytime, before or during the interview. The researcher explained clear information without threatening or failing their examination because of their comments, nor would they lose any marks. Moreover, the interviews were conducted in the library or silent room during students' break time; therefore, it did not affect their studying time. Furthermore, the researcher must state the research's objective, technique, and expected potential uses for the participants. The consent letter was the most critical thing the researcher should never forget. This letter was used to ask the participants for permission to participate in the study. When using a voice recorder to record the participant's responses, the researcher must also obtain permission from the participants and ensure that the information is kept confidential. For the students, the researcher also asked permission from their teachers and parents to interview them. Moreover, when participants were involved in this study,

the researcher was responsible for the students' risk and danger, which indicated the researcher's honesty with the participants.

CHAPTER 4: FINDINGS

This chapter covered the discussion of the finding, mainly focusing on the teachers' and students' hindrances in teaching and learning speaking skills. The teachers' and students' recommendations for improving students' speaking ability consisted of the three research questions: (1) what are the hindrances that affect students' English-speaking ability as perceived by students and teachers? (2) what strategies do teachers use to improve students' English-speaking abilities? (3) what strategies do students use to improve their English speaking?

In addition, the researcher transcribed the data carefully through the above questions and raised some participants' quotations as evidence of the finding.

4.1 Demographic Information

Table 2

Teachers' Information

Teacher	Sex	Age	Academic Qualification	Years of Experiences
T1	M	29	Master's Degree	4
T2	M	29	Master's Degree	4
T3	F	28	Bachelor's Degree	4

Note. All English teachers have at least a bachelor's degree and four years of experiences.

Three English teachers, two males and one female, participated in this study with at least four years of experience in English teaching, which had enough teaching experience and methodology of English teaching. They were from grade 7 to grade 9, such as T1 from grade 7, who had a master's degree, T2 from grade 8, who also had a master's degree, and T3 from grade 9, who had a bachelor's degree in academic qualification. Furthermore, this study was conducted at Hun Sen PeamChikang High School in the NGS as the researcher's workplace in PeamChikang commune, Kang Meas district, and Kampong Cham province.

Table 3

Students' Information

Students	Sex	Age	Grade
S1	F	14	7
S2	F	15	8
S3	M	16	9
S4	M	14	7
S5	F	15	8
S6	F	16	9

Note. All students' ages are ranked from 14 to 16 years old from grade 7 to 9.

This table contained six students from three grade levels in the secondary school at Hun Sen PeamChikang High School in the NGS who participated in this study, including two males and four females from grade 7 to grade 9. S1 and S4 were from grade 7, S2 and S5 were from grade 8, S3 and S6 were from grade 9, and the ages ranged from 14 to 16. Moreover, there were two types of students. Firstly, the students who were good at speaking English, such as S5, S5, and S6, and secondly, who could not speak English fluently, such as S1, S2, and S3.

4.2 The Hindrances of Students' English-Speaking Ability as Perceived by Students and Teachers

To identify the students' speaking skills challenges, all the teachers responded to the research questions designed to get in-depth information about the teacher's hindrances in their teaching speaking skills and their perception of students' speaking problems. Moreover, regarding the interview questions, their perception of what they have faced in their teaching speaking skills are organized into the themes below:

4.2.1 Lack of Speaking Practice

The first factor that hindered students from speaking English fluently was their need for speaking practice. All the teachers, T1, T2, and T3, similarly mentioned that

some students were too lazy to learn, even at school or home. They played a lot in class, and some made noise and talked with other classmates; they did not focus on the teacher's teaching or explanation. On the other hand, three participants from the student's side, S1, S2, and S3, similarly mentioned that they rarely speak English both in or outside the classroom because they study only in class but do not practice at home or outside the class. Inside the class, they speak only when the teacher calls them to read something or ask questions. At home, they talk a little with their siblings, so they cannot speak English well. Two participants have mentioned that:

> Speaking skills require students to practice a lot if they want to speak English. Some students were very busy and needed more time to study, so when they came to school, they needed more time to practice. On the other hand, when a teacher assigned a task, they practiced it sparingly, so it wasn't easy to speak English. (T1)

> I only had a little time to practice speaking English because the teacher did not call all the students. They called students only when reading the text, asking and answering the questions. Therefore, I only had a little time to practice in class. (S3)

4.2.2 Lack of Self-Study

The second factor that hindered students' speaking English was the lack of self-study. Three participants similarly mentioned that students studied only in class but did not have self-study or use the English language in or outside the classroom. T1, T2, and T3 said that they had provided exercises to students to practice more at home, but they sometimes did not do it; they only studied in class but did not try more at home. Furthermore, they indicated that some students did not have self-study and practice speaking English much because they studied many subjects and studied full time, which was why they could not improve their English speaking. One participant, T2, said, "I

think students did not practice English frequently in or outside the school, even though I provided exercises to them to practice more at home, but they sometimes did not do it".

4.2.3 Lack of Foundation Knowledge

The third factor that hindered students' speaking ability was the lack of foundation knowledge. All three participants from the teachers, T1, T2, and T3, similarly said that some students did not learn English at the primary level. Hence, their basic English knowledge was still poor, which caused them to have difficulties at the secondary level; when students reached the secondary level, they just started to learn from the beginning. Thus, teaching them was difficult when they lacked basic knowledge. Moreover, four participants from students S2, S4, S5, and S6, mentioned that the factor that influenced their English speaking was the lack of background knowledge; they could not pronounce words correctly because they were poor at the primary level. One participant has mentioned that:

> Teaching speaking skills was difficult because some students were less knowledgeable about learning English from primary school. So, when students lacked basic knowledge, they could not speak English well, could not read the word, or could not make a sentence, and did not dare to speak English because they were afraid of making mistakes. (T2)

4.2.3.1 Poor Spelling

Poor spelling hindered speaking English because they did not know how to read and pronounce the correct sound of the words. All participants similarly showed that students did not have spelling ability which caused them to have speaking mistakes whenever they said something. All participants raised spelling was a concern in learning speaking skills because when students could not spell correctly, they could not pronounce the correct sound of the word, so they had pronunciation problems that affected their

speaking. Moreover, they also indicated that some of their classmates did not have spelling ability which caused them to face difficulty in speaking because they spelled the words based on what they heard without thinking of what letters were contained in each word. One participant, S4, mentioned, “The challenge I have encountered in my English speaking was spelling because I could not read the word or phrase, and I could not pronounce the right word, which made my friends laugh and made me not want to speak English anymore”.

4.2.3.2 Lack of Vocabulary Knowledge

It was important for students to memorize many vocabularies for speaking. For example, if students knew about grammar structures but did not know much vocabulary, they could not speak English. All participants from the teacher side, and three participants from the student's group, S1 from grade 7, S2 from grade 8, and S3 from grade 9, similarly mentioned that they were poor in vocabulary because they knew fewer English words, so they had problems with creating sentences to speak. Furthermore, T2 and T3 said that the factors that influenced the above challenges were students did not know much vocabulary. Therefore, they would have difficulty speaking English when they do not remember many English words. For example, if we wanted them to talk about their daily activities, how could they say if they did not know the words. In addition, students had problems with speaking because they lacked remembering lots of vocabulary, so if they knew more vocabulary, they could speak English well. One participant, T2, said, "I think the factors that influenced students' speaking skills was because students did not know much vocabulary; when they did not know a lot of words, they would have difficulty speaking English".

4.2.3.3 Lack of Grammar Knowledge

Poor grammar knowledge also hindered students from speaking English. All six participants from the students S1, S2, S3, S4, S5, S6, and one teacher, T2, similarly said that the hindrances in speaking skills were caused by students who had poor grammar knowledge because speaking required grammar to create phrases or sentences to speak, but if the students did not have grammar knowledge, so it was the problem for speaking. They also mentioned that some students did not even know what grammar was, or some had limited grammar knowledge. They also added that students had problems with grammar knowledge because they had never learned English before. A participant T2 added, “I think the factor that hindered students from speaking was the lack of grammar knowledge because even if they knew many words but did not know how to make sentences correctly. Therefore, they would find it difficult to speak”.

4.2.4 Lack of Speaking Test

The fourth factor that hindered students from speaking was the lack of speaking tests because the national exam and the standard exam in class rarely include speaking tests, which was the reason that made students not focus much on their speaking skills. Instead, they only concentrate on reading or writing to pass the exam. Furthermore, some teachers always skipped speaking skills in their teaching, so speaking skills were unvalued by the teachers and students. One participant among three, T2, mentioned that it is difficult to find some documents that serve his English teaching speaking skills because most papers focused on other skills, such as reading, listening, and writing. In addition, speaking skills did not include in the national and monthly exams, and tests related to speaking skills were less common, so students were less concerned about speaking skills. One participant, T2, said, “I think speaking tests were less concerned because most

English tests did not include speaking tests, mostly reading and writing with the grammar form, so it was hard for me to find any documents related to skills".

4.2.5 Students' Anxiety and Nervousness

The fifth factor that hindered students' speaking ability was anxiety and nervousness. The participants similarly mentioned that students' anxiety and fear hindered their speaking ability because they still thought their friends knew more than them. If they did not speak well, their friends would laugh at them, discouraging them from speaking English. Therefore, some students were too shy to speak English in front of friends because they thought they knew a few English words, did not have basic knowledge and had never practiced speaking English before. Another factor was that it was caused by pronunciation, some students could not pronounce the words used in English, and they were shy in saying those words because they were afraid they could not pronounce the right words, so these were the reasons that students did not dare to speak English. As stated by S1, "When I spoke English in front of my classmates, I felt nervous and afraid that my friends would laugh at me when I said something wrong. So, I was not confident when speaking English". One more participant has mentioned that:

> The hindrance to students' speaking ability was anxiety and nervousness. Some students were too shy to speak English in front of friends because, firstly, they thought they knew a few English words and did not have basic knowledge, and they had never practiced speaking English before. Another factor was that caused by pronunciation, some students could not pronounce the words used in English, and they were shy in saying those words because they were afraid they could not pronounce the right words, so these were the reasons that students did not dare to speak English. (T2)

4.2.5.1 Students' Lack of Confidence

The factor that hindered students from speaking was the lack of confidence of the students. Two participants from the teachers T1, T2, and three participants from the students S1, S2, and S3 similarly said that when students speak English to their teachers or in front of their classmates, they have no idea what to say, they do not have the confidence or not brave enough to speak. Participants S1, S2, and S3 also added that when they speak English in front of their classmates, they feel unconfident and shy when they say wrong, making their friends laugh at them. T1 and T2 similarly mentioned that many students lacked confidence when speaking English to their friends or teachers; they did not know what to say. More importantly, they thought when they could not speak well, it made their friends not want to listen and laugh at them, which was the problem that made them unable to speak English, and they did not want to talk with their friends. One participant has mentioned that:

> The challenge of students' speaking was the lack of confidence. They did not know what to say because they thought they could not speak well, which made their friends not want to listen and laugh. Thus, that problem caused them no confidence in speaking English. (T1)

4.2.5.2 Students' Lack of Motivation and Encouragement

The lack of motivation and encouragement from people around them also hindered students from speaking English. Motivation was crucial for students learning because they would join all the learning activities when they were motivated. It was a powerful tool to promote the student's learning because when they were encouraged by teachers, parents, friends, and people around, they wanted to learn. Furthermore, among the three participants from the teachers, T1, T2, T3, and four participants from the students, S1, S3, S4, and S5, said that students got less motivation from people around,

which could make them unwilling to learn, they required encouragement from the people around them, such as friends, teachers, and parents, to involve with our learning. S4 also mentioned, “Many classmates always locked down me if I said the words or spoke wrong. Moreover, they did not encourage me to study hard. Therefore, it discouraged me from speaking English”. Furthermore, one teacher has mentioned that:

> Some students did not have the motivation or encouragement from their families or the people around them. However, if their parents or the people around them were highly educated and motivated them to learn, they would use the language well. On the other hand, if their parents or those around them did not participate in all these points, students who just came to learn English at school cannot speak English well. (T1)

4.2.5.3 Students’ Shyness

The students' shyness also hindered students from speaking English. All participants, including S1, S2, S3, S4, S5, and S6, similarly mentioned that shyness could affect a student's performance in speaking a foreign language. The high levels of shyness could make students feel calm and depressed during the learning process of speaking English, as they think public speaking is difficult to face. Furthermore, they added that when speaking English in front of their classmates, they felt shy when speaking incorrectly, which made their friends laugh. Similarly, when they spoke English in class, some of their friends said they were boasters, making them shy and afraid to speak. In addition, students did not have the confidence to talk due to their shyness. One participant, T2, stated, "The factor that hindered students from speaking English well was shyness because some students were too shy when they could not speak or pronounce the right words, so their friends would laugh at them".

4.2.6 Lack of Teaching Methods

The sixth factor that hindered students' speaking was the teachers' lack of teaching techniques or methods. Among the three participants, T1 and T3 similarly mentioned that they needed to improve in teaching techniques because their teaching methods were still limited, and sometimes they did not correspond to students' abilities, which caused students' speaking skills to get poor results. They also added that they only used a few materials or did not practice speaking much because they needed time on other skills like reading, writing, and listening. In addition, their teaching methods were unsuitable for speaking lessons since the students' results did not meet expectations. Therefore, it may be due to limited pedagogical factors of the teacher's teaching. So, if teachers do not have enough knowledge, students cannot acquire knowledge. One participant has mentioned that:

> The teacher's teaching methods and knowledge were limited because some teachers lacked teaching strategies for the students. Therefore, it may be due to limited pedagogical factors of the teacher's teaching. So, if teachers did not have the knowledge, skills, and know-how to teach, students could not acquire knowledge. (T1)

4.2.6.1 Insufficient Use of Teaching and Learning Material

Insufficient use of teaching and learning materials to support the learning activities also hindered students' speaking ability. Three participants, including S4, S5, and S6, pointed out that teaching and learning materials were enough for teaching and learning English speaking skills because they were in the NGS, they have many kinds of materials, but the problem is that teachers lacked the use of those materials in the teaching and learning. Furthermore, the teachers did not have additional material to stick on the wall, such as grammatical forms or key terms that were useful for their learning. One

participant, S5, mentioned, "I think the factors that influenced the above challenges caused by lack of the use of materials because we have many kinds of materials for our learning, but we did not use them often".

4.2.7 Poor Learning Environment

The seventh challenge that hindered students from speaking English fluently was the poor learning environment. The participants, S1, S2, S3, S4, S5, and S6 mentioned that the learning environment for their English-speaking skills did not make much noise, but there was less student involvement. The class was full of lazy or less-concerned students, which made a noisy class, so we could not focus on learning, making them not want to speak English because there was no listener. Furthermore, many students did not listen to the teacher's explanations. Instead, they played a lot in class, which may be due to their inattention and the teacher's classroom management. One participant, S5, said, "I think the learning environment could influence students' English-speaking ability if the class were full of lazy or less-concern students that make a noisy class, so we could not focus on our learning".

4.2.7.1 Large Class with Mixed-Abilities

Mixed-ability class also hindered students from speaking English. One teacher participant, T3, mentioned that mixed-ability classes caused difficulties in teaching and learning speaking skills and controlling students due to their different knowledge levels and abilities. For example, when they needed to help slow learners, fast learners felt bored, and if he helped fast learners, slow learners could not catch the lessons, teachers tried to help all students to understand the lessons, but the slow learners still had problems. A participant from student S6 revealed, "I think the classroom could also cause

it with many noisy students, the class was narrow with the mix-ability classmates because some of my friends, they never learned English before".

4.2.7.2 Using Khmer More Than English

The other concern was that most students often spoke Khmer more than English in and outside the classroom. All three participants from the teachers T1, T2, and T3 and one participant from the students S6 study in grade 9 similarly mentioned that many students always spoke Khmer as the native language rather than English even though they were allowed to speak English in the class. However, they still use Khmer rather than the English language. Moreover, many students did not practice more English in and outside the classroom. Instead, they mostly used the Khmer language to communicate with their friends. Therefore, even though the teachers let them practice speaking English, such as in speaking session, it seemed limited because they mostly used Khmer rather than English. As stated by S6, “The significant challenge I could not handle was that most of my classmates speak the Khmer language than English, so I could not practice speaking a lot besides speaking alone”.

> My current students use English speaking only during English teaching hours. As a result, students only used a little English in or outside the class. I motivated them to speak a lot, but they only practiced a little. (T1)

4.2.8 Issues of Curriculum Implementation

The eighth factor was the problems with the school curriculum. All three participants, T1, T2, and T3, similarly mentioned that the school curriculum contained some difficulties. Many students came to secondary school with poor English knowledge because some students had never learned English before since the primary level. The student could not speak English well due to the lacked background knowledge because the teachers observed that some students had a low level of proficiency in learning

English from the primary level. They did not even know a, b, or c words, so they should include English subject in the primary level as the other subject. One participant has mentioned that:

> The curriculum factor also caused the student's speaking problems because we knew that when students came to primary or secondary school, some students may have learned English. Some may not, so if the primary school did not have enough teaching and learning English, students would not be able to speak English because they did not have a foundation from below, which made our teaching seem to rebuild their English foundation. Therefore, it was the beginning of what the student did not know, so we did not teach them to speak English; we only taught them to spell, read, and make sentences. (T1)

4.2.8.1 Insufficient Learning Hours

The insufficient learning hours for students hindered students from speaking English. Four participants mentioned that the learning speaking hours were not enough for them. They said the learning hours were insufficient because they needed to divide their time to study other skills; they had only 4 hours each week. Therefore, this number of hours for their learning was not enough, which caused students to face difficulty in speaking skills. S1, S2, S3, and S6, similarly said that the teaching hours were insufficient. Students did not have enough time to practice in class because there were many students in the class, and the teacher also focused on the other skills; they did not call all the students, only when reading the text and asking and answering the questions. One participant, S1, complained that "I did not have enough time to practice in class because there were many students, and the teacher also focused on the other skills".

4.3 The Strategies that Teachers Use to Improve Student's Speaking Ability

The second question was about teachers' strategies to improve students' English-speaking abilities. The researcher aimed to perceive many good teaching strategies, techniques, and methods to help students to know the way to learn speaking skills and to get some recommendations from the teacher to improve their speaking ability. The responses from the interviews were grouped into the themes which were presented in the following:

4.3.1 Using Various Materials to Support Teaching Speaking Skills

The first helpful strategy to improve students' speaking ability was finding materials to support speaking skills. All participants, T1, T2, and T3, said that to teach speaking skills successfully, teachers had to use materials that were interesting to the students such as the LCD projector, computer, video, audio, folktales, flashcards, speakers, articles or conversations in the textbook, and some others were taken from the internet for students to read and practice speaking with their classmates. Because the materials used in their teaching could get the student's attention to their learning, teachers also used them to support their teaching. For example, by watching videos, students could practice their English speaking by summarizing the content of the video to their friends. On the other hand, they could also hear the pronunciation of native English speakers. One participant has mentioned that:

> I used many teaching materials for my speaking skills, such as textbooks, speakers, LCD projectors, computers, pictures or flashcards, and videos because when watching videos, students can practice their English speaking by summarizing the content of the video to their friends. (T3)

4.3.2 Giving Motivation and Encouragement

Motivation and encouragement were the second strategies to improve students' speaking ability. All participants, T1, T2, and T3, said that students need support and motivation from the people around them. The motivation could be intrinsic or extrinsic motivation. The intrinsic motivation could be motivational words or comments, and even admiration or making friends with them. Extrinsic motivation can be rewarding, giving the scores and admiration latter for the students. One participant, S5, also said, "To improve my English-speaking skills, I need to be encouraged by the people around me, such as friends, teachers, and parents". One more participant has mentioned that:

> I tried to build a good relationship with my students to motivate them to speak English. Sometimes, I sat next to students to encourage or guide them on what they did not understand. In addition, I used both intrinsic and extrinsic motivation for my students:
> 1. Intrinsic motivation, I used many activities such as praising and motivational words for my students to speak English without anxiety and nervousness to their classmates.
> 2. The extrinsic motivation, I gave some scores, admiration later, and rewards to students who do a good job. (T3)

4.3.3 Professional Learning Community Meeting (PLC)

The third strategy to develop the student's speaking ability was to have the PLC meeting with the same subject teachers. All participants, including T1, T2, and T3, similarly mentioned that it was necessary to have the PLC meeting because it could help them with teaching methods, techniques, and how to apply practical teaching and learning activities for our students. They could also raise any problems they faced to solve with other teachers. Furthermore, T1, T2, and T3 added that they frequently meet with the same subject teachers in the PLC meeting to raise the problems encountered in their teaching so that they can find new methods to share and solve all of the issues they faced. In addition, teachers think it was an excellent way to share teaching knowledge with other

teachers in the PLC meeting to improve students' speaking ability. One participant mentioned:

> I frequently met with the same subject teacher in the PLC to raise the problems we encountered in teaching so that we could find new methods to share and help solve all of the issues we faced in our teaching. Therefore, it was a good way for teachers to share knowledge about teaching each other in the PLC meeting. (T1)

4.3.4 Creating English Club

Creating an English club was the fourth strategy to help the students to improve their English-speaking ability. Three participants, T1, T2, and T3, mentioned that they also had an English club related to speaking skills to enhance students' speaking because they could not help all the students during the learning hours due to time limitations. Therefore, they need more time to help students develop their English-speaking skills. In addition, they also need more speaking activities for the students who cannot speak English fluently in their English club. One participant has mentioned that:

> I also had an English club related to speaking skills to improve students' speaking because due to the time limitation, we could not help all the students during the learning hours. That is why we needed more time to develop their speaking in the English club. In addition, we also needed more speaking activities for the students who could not speak English fluently. (T2)

4.3.5 Integration of Speaking Skills into Other Skills

The fifth strategy to develop students' speaking skills was integrating speaking skills with other skills. One participant, T3, mentioned that she also included some activities related to speaking to other skills for the students. For example, if she taught a grammar lesson, she would ask students to make sentences on grammar and then let them speak with their classmates. Likewise, if she taught a reading lesson, she would ask

students to read the text and briefly explain it to their classmates to practice their English speaking to help them develop their speaking habits. One participant has mentioned that:

> I also included some activities related to speaking skills for students. For example, if I taught a grammar lesson, I asked students to make sentences related to grammar and then let them speak to their friends. If I taught a reading lesson, I asked students to read the text and briefly explain it to their classmates to practice English speaking. (T3)

4.3.6 Applying Constructive Learning Methods

The sixth strategy to improve students' speaking ability was applying constructive learning methods. One participant, T2, said he had used various constructive learning methods for his English teaching, such as gallery-walk; he allowed students to share and ask questions with their classmates to practice their English speaking. Sometimes he used the guided approach, and he had questions to guide them to do something and practice their English speaking as much as possible. Another method is Jigsaw; he allowed the students to talk about what they had learned from their group and share with other groups member by using English communication to practice their English speaking. One participant has mentioned that:

> I have used various constructive learning methods for my English teaching, such as gallery-walk. I allowed students to share and ask questions with their classmates to practice their English speaking. Sometimes, I used the guided approach; I had questions to guide them to practice their English speaking. For Jigsaw, I allowed the students to share what they had learned to share to other groups by using English communication. (T2)

4.4 Strategies Students Use to Improve Their English-Speaking Ability

The third question sought the strategies that students who were good at speaking used to improve the students who had poor English-speaking ability. The researcher aimed to

perceive many learning strategies and learning styles of the students who were good at speaking to get some recommendations to help poor-speaking students to know the way to learn speaking skills. The discussions from the interviews were grouped into the themes presented in the following:

4.4.1 Paying Attention and Participation in Class Activities

The first strategy the students who were good at speaking English used and recommended to their classmates was paying attention and participating in all class learning activities. Three participants, S4, S5, and S6, said that paying attention to the teacher's teaching was very important because it helped them understand the lesson. It also shows the amount of respect for the teacher who was teaching, so they had to pay more attention to our learning and try to listen to the teacher explain the lessons, and they should not be talkative or play in class. Furthermore, students should participate in all class activities, such as group work, pair work, or individual work that teacher provides. One participant, S5, stated, "I had some tips to help my classmates to speak English well, such as we had to pay more attention to our study and listen to the teacher's explanation, and we should not be talkative or play in class".

4.4.2 Speaking Practice

The second point to improve students' speaking ability was the student's speaking practice. Two participants, S4 and S6, said that practicing was the best way to improve their speaking and memorization. It also made them feel confident even if they made some mistakes. Furthermore, in their spare time, students should practice speaking English at home and school to develop their English-speaking skills and use the knowledge they have learned to teach others or their siblings. One participant, S6, said, "To improve our speaking ability, we should practice English speaking a lot at home and school".

4.4.3 Self-Study and Research

Students' self-study and research were the third factors in improving the student's speaking ability. All three participants, S4, S5, and S6, similarly mentioned that self-study was essential for students because they could learn by themselves and more effectively without interruptions from classmates. Furthermore, currently, there are many learning methods that they could do more self-study, such as online learning, YouTube, Facebook, or Google so that it is easy for them to do self-study in or outside the school. One participant has mentioned that:

> I had some tips to help my classmates to speak English well. First, we must do self-study in our free time. Furthermore, we could learn online, on YouTube, Facebook, or Google, and then we should use the knowledge we have learned to teach others or our siblings. (S4)

4.4.4 Creating a Group Study

The fourth strategy to develop students' speaking skills was to create group study because group study could help students to improve their communication skills through speaking and interactions with each other. For example, when students study alone, they might get only one perspective, but if they learn in a group, they will get a variety of viewpoints on the topic. Furthermore, it could help them to develop their critical thinking skills. One participant, S4, also mentioned that students should create a group study to share knowledge and practice speaking with classmates to improve their speaking ability. One participant, S4, said, "To improve students' speaking ability, we should create a group study to share knowledge with other students in or outside the class".

4.4.5 Being Brave and Confident

Being brave and confident was the fifth strategy to develop the student's speaking ability because when they were confident, they could speak without shyness or afraid of making mistakes. In addition, students should be brave enough to ask and answer

questions during study time. So, when they are brave enough to ask and answer those questions, they might have the confidence to speak, and their English speaking will improve. One participant, S5, mentioned that to improve students' English-speaking ability, they need to be brave and confident in speaking English in all learning activities in the class. One participant, S5, said, "I had some tips to help my classmates speak English well, such as we need to be brave and confident in speaking English".

4.4.6 Restriction on the Use of Smartphones in Class

The last strategy to improve students' speaking ability was that teachers should refrain from allowing students to use smartphones in class, even if it was important for students to use smartphones and other technology devices to support their learning and research. But to help the students speak or use their English, students could not use a smartphone instead of talking. Moreover, having smartphones around the students can reduce their ability to focus on the lesson. The classroom would be full of distractions because the students feel they are concentrating on their smartphones. One participant, S5, also mentioned that students should refrain from using smartphones during learning hours because it can interrupt their study and classmates' learning. So, students should refrain from using smartphones in learning speaking activities. One participant, S5, mentioned, "To improve students speaking ability, we should not use smartphones during learning hours, which interrupts our studies and classmates' learning".

4.5 Chapter Summary

The findings showed that there were many challenges that students have encountered in their learning speaking skills, and it also has many hindrances that hinder the student’s learning activities. Eight factors hindering a student’s speaking ability include: (1) the lack of speaking practice, (2) lack of self-study, (3) lack of foundation knowledge, (4) lack of speaking test, (5) students’ anxiety and nervousness, (6) lack of

teaching methods, (7) poor learning environment, (8) issues of curriculum implementation.

Furthermore, besides the challenges, we also had six essential strategies that teachers used to improve the student's speaking ability:

1. Using various materials to support teaching speaking skills
2. Giving motivation and encouragement
3. Professional learning community (PLC) meeting
4. Creating an English club
5. Integration of speaking skills to other skills
6. Applying constructive learning methods

Moreover, we also had six important strategies that students who were good at speaking English used to help the students who were poor at speaking, such as:

1. Paying attention and participation in class activities
2. Speaking practice
3. Self-study and research
4. Creating group study
5. Being brave and confident
6. Restriction on the use of smartphones in class

In addition, learning to speak English fluently was not easy; it requires a lot of practicing and understanding of the strategies to learn. Thus, those were important methods of learning speaking skills.

CHAPTER 5: DISCUSSION

This section provided the key results of this study which discussed and identified the challenges of teaching and learning English-speaking skills. Some recommendations on improving students' speaking ability from teachers and learners related to the hindrances of students' English-speaking ability as perceived by students and teachers, the strategies teachers use to improve students' English-speaking ability, and the strategies that students use to improve their English-speaking ability.

5.1 Hindrances of Students' English-Speaking Ability

This section describes the findings regarding the teacher's and students' perceptions of the hindrances to students' speaking ability. It also discusses the results in correlation with the relevant literature. After conducting the semi-structured interview about the teacher's experiences in teaching English, students' learning experiences on English speaking skills indicated that in the speaking class, many students were not active and unwilling to be involved in the speaking activities due to several problems. There are many challenges in learning and teaching speaking skills as perceived by teachers and students. The findings from the interview showed that eighteen hindrances hindered students' speaking fluency at Hun Sen PeamChikang high school. The discussion results are as the following themes:

5.1.1 Lack of Speaking Practice

The first factor that hindered students' speaking ability was the lack of speaking practice which affected the student's speaking ability. The speaking session was insufficient for students to learn. Their teachers do not focus much on speaking skills because they need time to practice the other skills. Therefore, students did not try to practice more in or outside the classroom. In addition, we also found that speaking was challenging to teach and learn, so many students face hindrances in their learning

speaking skills. This finding was supported by Soomro and Farooq (2018) and Khan (2010), informing that students' speaking abilities did not improve because they did not have enough time to practice in the classroom. They spoke English more often in their L1 than in the target language, so the students cannot practice speaking English as the target language in the classroom or outside the school. Sharma (2018), Oradee (2013), and Harmer (1998) similarly proposed that teaching speaking must focus on actual language use by giving them more opportunities to practice English either in the classroom or outside the school. Therefore, practicing English in the classroom should be attractive with appropriate techniques to improve student speaking skills and make learning enjoyable. In addition, students were not encouraged to speak English and were not provided opportunities to practice in class.

5.1.2 Lack of Self-Study

The second challenge was the lack of students' self-study. Based on the finding, most students studied only in the class but rarely had self-study or practiced their English speaking outside the classroom. Even though the teachers provided exercises for students to practice more at home, they sometimes did not. This finding is supported by Nuraini (2016) and Zhang et al. (1995), who indicated that in teaching and learning to speak English as Foreign Language, the learners must be ready for the target language and self-learning both outside and inside the language classroom. So, to speak English more effectively requires much effort by the individual learners, particular attention, and constant practice.

5.1.3 Lack of Foundation Knowledge

The factor that hindered students' speaking ability was the lack of background knowledge. Some students did not learn English at the primary level. Thus, their basic English knowledge was still poor, which caused them to have difficulties when students

reached the secondary level because they had just started to learn from the beginning. This finding was supported by Badi (2015) and Gomathi and Kiruthika (2013), stating that linguistic skills such as grammatical structures, vocabulary, and phonetics should be emphasized by the teachers in the classroom so that we need to build the basis of the student's knowledge for the students to know how to speak correctly. In addition, students had poor English background knowledge of academic speaking. It might be because students did not see the importance of English and did not study at the primary level or part-time classes before they were in secondary school. That was why some of them did not even know the English alphabet.

5.1.3.1 Poor Spelling

Poor spelling was the factor of foundation knowledge that hindered students from speaking English because they did not know how to read and pronounce the correct sound of the words. Furthermore, spelling was a concern in learning speaking skills because when students could not spell correctly, they could not pronounce the accurate sound of the word, so they had spelling problems that affected their speaking. This finding was similar to Amin (2020) and McLaren et al. (2005) remarking that the hindrance in speaking English is that students have difficulties with spelling, even though they had already learned it in grammar structures. After all, students did not try to read or listen more and memorize the words they had learned; thus, they could not spell them correctly. Moreover, students seemed to have less speaking practice, so they could not recall those words for spelling.

5.1.3.2 Lack of Vocabulary Knowledge

The second factor was the student's lack of vocabulary knowledge. Based on the finding, many students had poor vocabulary because they knew fewer English words, so they had problems creating sentences. This finding was consistent with Rovikasari et al.

(2021), Rao (2019), Khamkhien (2010), Urrutia and Vega (2010), and Baker and Westrup (2003) revealing that speaking is challenging for foreign language learners to produce sentences when the teacher asks them to say something without having prior knowledge of vocabulary. Therefore, the learners' speaking performance was influenced by their lack of vocabulary knowledge. Similarly, Amalia et al. (2021), Amin (2020), Anh (2019), Misbah et al. (2017), and Almubark (2016) informed that having a limited vocabulary could be a barrier to speaking English. The fewer words they have, the fewer sentences they can make, and the limited vocabulary can cause problems for students in expressing themselves in spoken English. It might be because students had less reading and speaking practice; therefore, they could not remember the words they had learned. So, it discourages them from speaking.

5.1.3.3 Lack of Grammar Knowledge

The third factor was caused by students who had poor grammar knowledge because speaking English required grammar to create phrases or sentences, but if the students did not have grammar knowledge, it was a problem for speaking. This finding was in line with Rao (2019), Al-Sobhi and Preece (2018), Misbah et al. (2017), Sayuri (2016), Noprival (2016), Khamkhien (2010), McLaren et al. (2005), and Baker and Westrup (2003) illustrating that speaking was challenging for foreign language learners to produce sentences. Therefore, when teachers asked them to say something without learning the grammatical structures or having prior knowledge of vocabulary, thus, students did not know how to speak correctly. In addition, students should increase their language knowledge of grammar and vocabulary. Then, they should also memorize new phrases and expressions to help them in their class discussions and daily life.

5.1.4 Lack of Speaking Test

The fourth factor was the lack of speaking tests because the national exam and the monthly test in class rarely included speaking skills, which made students not focus much on their speaking skills. They only learn about reading or writing to pass the exam. On the other hand, some teachers always skipped the speaking skills in their teaching, so speaking skills were unvalued by the teachers and students. This finding was consistent with Al-Sobhi and Preece (2018), Alhmadi (2014), Harmer (2007), and Clifford (1987) revealing that English tests were almost written and have never been given any speaking or listening test, which indicates that students could get full scores without being tested in speaking. Likewise, speaking has been absent from the test due to problems with evaluating objectively and taking time to carry out the speaking test. It was obvious that tests in the intermediate and secondary stages are biased toward the skills of reading and writing along with grammar and vocabulary.

5.1.5 Students' Anxiety and Nervousness

The fifth factor was the students' anxiety and nervousness. Students are too shy to speak English in front of friends because they still think their friends know more than them; if they cannot speak well or say something wrong, their friends will laugh at them, discouraging them from speaking English. This finding was supported by Woodrow (2006), Arnold and Brown (1999, as cited in Derakhshan, 2016), Hakim (2015), Alhmadi (2014), and Goh and Burns (2012) informing that anxiety could affect learners speaking ability and leaves them stressed, and it influences the learners' speaking skills and has a negative effect on the speaking performance of English speakers. This experience causes students to withdraw from academic activity. The speaker is also concerned about how the audience evaluates and sees their faults. In addition, anxiety in speaking occurs for many reasons, such as some students being afraid to make mistakes or fearful of their

friends laughing. Therefore, anxiety was considered one of the most influential factors in acquiring speaking or communication skills.

5.1.5.1 Students' Lack of Confidence

In learning a foreign language, self-confidence plays a vital role in developing the student's speaking ability, so if the students do not have enough confidence, they cannot speak English well. This finding was supported by Gurler (2015), Mahmudah (2015), Oradee (2013), and Brown (2000) showing that a lack of self-confidence can make learners hard to speak a foreign language and even in their L1. Furthermore, when students tried to express their ideas through speaking, they sometimes felt a lack of confidence from people around them, which negatively impacted their English learning. Therefore, confidence played a vital role in improving students' English-speaking proficiency and bravely speaking in front of their classmates.

5.1.5.2 Students' Lack of Motivation and Encouragement

The second factor was the lack of motivation and encouragement from people around them, such as parents, teachers, and friends, to foster their learning of English-speaking skills. Some students' parents never cared about their children's learning process. Therefore, motivating students to involve in speaking activities was not easy. It needs many strategies and additional effort from people around the students to encourage them to speak English. This finding was supported by Wardhany (2020), Ahmed (2018), Nuraini (2016), Elsheikh (2015), Al samadani and Ibnian (2015), and Nazara (2011) informing that students' low motivation to learn English had been considered one of the biggest challenges of English language teaching and learning. Therefore, giving more encouragement to encourage students to speak out was essential to build students' confidence. Furthermore, students should be motivated and inspired to remove their shyness due to their classmates laughing and being scolded by their teachers. In addition,

high motivation could push students' learning to achieve the goal, which was very important in teaching and learning speaking skills.

5.1.5.3 Students' Shyness

The third factor was the students' shyness. High levels of shyness can make students feel calm and depressed during the learning process of speaking English, as they think public speaking is difficult to face. This finding was supported by Wardhany (2020), Baldwin (2011, as cited in Humaera, 2015), Robby (2010, as cited in Juhana, 2012), Khamkhien (2010), and Bowen (2005) stating that shyness could hinder learning English, especially speaking skills because it requires learners to be active in expressing their ideas orally. In addition, the feeling of shyness could cause the mind to go blank and not know what to say when speaking in front of people. As a result, shy person avoids others' attention, so they choose not to be involved in speaking activities. In addition, most students were shy because they feared their classmates and teachers would laugh at them. Therefore, shyness is uncomfortable for people in social conditions because they are worried about what others think of them. Consequently, shy people tend to be very quiet to avoid crowdedness, anxiety, and insecurity.

5.1.6 Lack of Teaching Methods

The sixth factor that hindered students' speaking was the teachers' lack of teaching methods. Based on the finding, the teacher's teaching methods were still limited, and sometimes they did not correspond to students' abilities, which caused students' speaking skills to get poor results. This finding was supported by Derakhshan (2015) and Cham (2013) revealed that teachers had used a variety of methods and applied their existing knowledge to practice in their classrooms, but those methods were less effective for students as they only depended on textbooks from the MOEYS without using extensive materials to support in their teaching. Therefore, teachers must learn different

ways to integrate language skills in the classroom and evaluate the extent to which skills are included. They are responsible for teaching materials, textbooks, and technologies that promote the integration of the four language skills and components of the language, such as syntax, vocabulary, and so on.

5.1.6.1 Insufficient Use of Teaching and Learning Material

The factor was the insufficient use of teaching and learning materials to support the learning activities. Based on the finding, the teaching and learning materials were enough for teaching and learning English speaking skills, but the problem is that teachers rarely use those materials in their teaching process. This finding was supported by Wardhany (2020), Al-Sobhi and Preece (2018), Derakhshan et al. (2015), and Channthy (2012) stated that the problem that hinders the teaching and learning process was that teachers did not provide adequate educational materials, such as CDs, posters, speakers, computer, LCD projector, and books even they have all kinds of those materials, but they rarely use it in the classroom. Thus, uninteresting teaching materials discourage the students from being involved in speaking activities. Therefore, one of the barriers learn to speak was between the materials in the classroom and the usage of those materials appropriately because most teachers did not facilitate the situation for practice in speaking. In addition, teachers need to use many kinds of materials that support speaking activities. They should consider students' interests and requirements, provide teaching materials, and encourage them to want to learn independently.

5.1.7 Poor Learning Environment

The seventh challenge that hindered students from speaking was the poor learning environment. The learning environment for English speaking skills was not good enough because many students made noise in the class, and they did not focus on the teacher's teaching, making students not want to speak English because there was no listener. This

finding was supported by Leong and Ahmadi (2017), Oradee (2013), Nazara (2011), and Prieto (2007) indicating that the learning environment could affect students' learning and interrupt their speaking activity. Therefore, students should have a friendly and cooperative learning environment to help them improve their English-speaking performance. Teachers should find any techniques to create a friendly atmosphere and conducive environment in the classroom. They should understand their students' interests and feelings, improve their self-confidence, and choose the best teaching method and a good learning environment to keep them involved in the speaking activity. In addition, teachers should create a good learning environment, and use a lot of English-speaking activities to motivate learners to study and speak in English more in class. Then, interact with classmates, learn from others, and choose topics based on the learners' interests to encourage them to be involved with their learning.

5.1.7.1 Large Class with Mixed-Abilities

The large and mixed abilities class caused difficulties in teaching and learning speaking skills and challenges in controlling students due to their different knowledge levels and abilities. In addition, the large class sizes also affected the students' learning of speaking skills because we could not get all the students to practice many kinds of speaking activities. This finding was supported by Nuraini (2016) and Channthy (2012) who mentioned that teaching and learning English in Cambodia did not seem to be implemented. Moreover, due to some constraints, such as class sizes being too large, classroom sizes being too small, the teacher using traditional methods, and not having enough teaching materials. Therefore, the problems faced in a large class are the space problem for both teacher and students. In addition, there are physical discomfort and a bad learning environment, and students tend to miss classes to avoid learning activities.

Giving individual attention and feedback becomes difficult for the teacher, so in mixed-ability classes, it is difficult to solve the problem problems.

5.1.7.2 Using Khmer More Than English

The second factor was that most students speak Khmer as the native language more than English in and outside the classroom. Even though the teachers allowed them to speak English in class, they still used their L1 rather than the English language. Al-Sobhi and Preece (2018), Tuan and Mai (2015), Oradee (2013), and Harmer (2007) expressed that the cause of speaking difficulties was students frequently used their L1 to express ideas rather than English. Most students use the L1 when they have no idea to talk, and teachers also have a negative role modelling of using the L1 in English language classrooms, making students think it is ok to use their L1 since their teachers do the same. Therefore, teachers should use more English-speaking activities to engage students' learning, speak, and enhance the classroom atmosphere. Moreover, teachers could motivate students to develop their speaking ability to use L2 frequently; at least, they could use it in social interactions.

5.1.8 Issues of Curriculum Implementation

Speaking was not a priority because the exams only came in written form, and students did not have enough time to practice their English inside the classroom. In addition, the students from the primary level do not have basic knowledge of English, and some have never learned English before. Thus, it means that the primary level did not include English subjects in learning hours, or the teachers did not teach English to the students for basic. This finding was supported by Alhmadi (2014), Harmer (2007), and Clifford (1987) mentioned that students were mainly focused on only two skills, reading and writing, along with grammar and vocabulary at the end of the term. Thus, teachers did not have enough time to use the L2 inside the classroom. Furthermore, speaking had

been absent from the test due to problems with evaluating objectively and the time limitations of the speaking test. Therefore, it seemed difficult for teachers since some students did not even know the alphabet or had never learned English from the primary level. Thus, teachers just started to teach from a higher level than students' abilities. Accordingly, students could not catch up with the lessons.

5.1.8.1 Insufficient Learning Hours

The challenge was the insufficient learning hours for the students. The teaching hours were not enough, and students did not have enough time to practice in class because there were many students. The teacher also focused on the other skills, so the teacher did not call all the students, only when reading the text and asking and answering the questions. This finding was supported by Leong and Ahmadi (2017), Gomathi and Kiruthika (2013), and Khamkhien (2010) mentioning that most students complained that they do not have enough time to practice their English-speaking ability in the classroom. Due to the time limitation, English is taught as a subject, not a language. Therefore, teachers should give students enough time to speak English and help them to develop their speaking through a friendly attitude to make them feel comfortable with their learning. Furthermore, teachers should give students more opportunities to speak English by using speaking tasks to help them engage in speaking activities. In addition, teachers should provide enough speaking time for the students to practice their English speaking.

5.2 The Strategies Teachers Use to Improve Students' Speaking Ability

This section seeks teachers' strategies to improve students' English-speaking abilities. The researcher aimed to perceive many good teaching strategies, techniques, and methods to help students to know the way to learn speaking skills and also to get some recommendations from the teacher to improve their speaking ability.

5.2.1 Using Various Materials to Support Teaching Speaking Skills

The strategy teachers use to help students' speaking ability is to find the materials to support speaking skills, such as the LCD projector, computer, video, tells, flashcards, speakers, textbooks, audio, and other documents from the internet. Because the materials that we use in our teaching can get the student's attention to their learning speaking. This finding was supported by Channthy (2012), and Harmer (1998) mentioned that teachers should provide teaching materials, help them to help themselves, and encourage them to learn independently. A good teacher was at good preparation. They prepared to teach materials and lessons in advance. They followed the ordinary course, scheduled activities, organized lessons that did not go as planned, and were willing to charge for their plan if necessary.

5.2.2 Giving Motivation and Encouragement

The strategy to improve the student's speaking ability was motivation and encouragement. Students need support and motivation from people around them, which could be intrinsic or extrinsic motivation to encourage their learning. This finding was supported by Wardhany (2020), Al-Sobhi and Preece (2018), Ahmed (2018), Derakhshan (2015), and Nazara (2011) stated that motivation is considered a powerful tool to improve student learning, and it was essential to motivate students to join all the class activities. Furthermore, students should be motivated and encouraged to develop proficiency in speaking skills. Moreover, students needed motivation from teachers, parents, and classmates to help and facilitate their learning process, and they achieved better if they were motivated. So, having enough motivation to speak was extremely important for ESL learners and made students engage in their learning activities.

5.2.3 Professional Learning Community Meeting (PLC)

The strategy to develop the student's speaking ability was to have the PLC meeting with the same subject teachers. It was necessary to have the PLC meeting because it could help us a lot with teaching methods, techniques, and how to apply practical teaching and learning activities for our students. We could also raise any problems we faced to solve with other teachers. In addition, PLC team meetings could contribute to teacher improvement, such as integrating active learning features. These factors were important because they supported the development of substantive conversations within PLC meetings about teaching and learning issues. In addition, we could raise and address conflict around curricular and instructional practices through the PLC conversations. Thus, high-quality PLC experiences could improve teachers' content, pedagogical knowledge, and skills and strengthen teacher instructional practices.

5.2.4 Creating English Club

Creating an English club was the fourth strategy to help the students to improve their English-speaking ability. Due to the time limit, we could not help all the students during the learning hours. Therefore, we needed more time to develop their English speaking and more speaking activities for the students who could not speak English fluently. English club was a group of people with the same interest in English: a structure, a constitution, rules and regulations, and student leadership. For instance, it needed to build a place like English Language Club (ELC). It was necessary to create English Language Club because the students' ability would increase if there were an appropriate environment for them to learn English with the same interest members. In addition, creating a good learning situation for the students helped them encourage themselves to enhance their English, especially English-speaking skills.

5.2.5 Integration of Speaking Skills into Other Skills

The strategy to develop students' speaking skills was to include extra activities related to speaking skills with other skills. For example, suppose we teach a grammar lesson or reading lesson. In that case, we could get students to make sentences related to grammar or get the students to summarize the text by practicing their English speaking, then let them speak to their classmates so that it could help the students to develop their speaking habits. This finding was supported by Oradee (2013), Channthy (2012), Ramirez and Alfonso (2010), and BoonKit (2010) stated that it was essential for teachers to choose the most effective methods and approaches to improve teaching outcomes and develop the students' speaking proficiency specifically. Therefore, when planning a language lesson, teachers should consider what strategies they will use, what activities they will add, and what techniques should practice. The specific activities they would introduce to cover a topic. In addition, teachers should use more English-speaking activities to get students involved in their learning. Thus, English-speaking skills should be linked with other skills so that these integrated skills would increase communication achievement in English-speaking.

5.2.6 Apply Constructive Learning Methods

Applying constructive learning methods was the sixth strategy to improve the student's speaking ability, such as Jigsaw, Think-Pair-Share (TPS), and Gallery Walk can increase the student's participation in their learning. In addition, it was an effective strategy to get students involved in their learning activities and cooperate with other classmates by using English to communicate. Therefore, the teacher should have a well-planned lesson plan on the above learning strategies to keep the students engaged in their learning process.

5.3 The Strategies that Students Use to Improve Their Speaking Ability (Students Who are Good at Speaking Skills)

This section focuses on the strategies that students who were good at speaking used to improve the students who were poor English-speaking ability and to get some learning methods to help poor-speaking students to know how to learn speaking skills.

5.3.1 Paying Attention and Participation in Class Activities

The first strategy of the students who were good at speaking English to help the lower students were paying attention and participating in all class activities because it allowed us to understand the lesson. It also showed the amount of respect for the teacher. This finding was supported by Leong and Ahmadi (2017), Derakhshan et al. (2015), and Ramírez (2010) stated that learners should participate and pay attention in all speaking activities to change their thinking spontaneously in L2 learning. Most problems in the speaking class were the low participation, and each student would have very little talking time. Even if just one student talked at a time, the other students tried to hear them. Therefore, they would dominate the whole class while other students speak very little or never. In addition, students must participate in activities that develop specific listening skills, such as understanding the main point of speaking, identifying specific details, and evaluating carefully.

5.3.2 Speaking Practice

The point to improve students' speaking ability was from the student's speaking practice because practicing English at home and school can improve our English-speaking skills. This finding was supported by Alrasheedi (2020), Sharma (2018), and Harmer (1998) proposed that teaching speaking must focus on actual language use by giving them more opportunities to practice their English either in the classroom or outside

the school improve their speaking habit and pronunciation. Therefore, practicing English in class should be attractive with appropriate techniques to improve student speaking skills and make the learning atmosphere enjoyable. Moreover, students should try to practice speaking L2 regularly because it could enhance students speaking ability.

5.3.3 Self-Study and Research

Students' self-study and research were the third factors in improving the student's speaking ability because we could learn by ourselves, and we could learn more effectively without interruption from other classmates. So, it was easy for students to self-study in or outside the school. This finding was supported by Brown (2001, p. 118) stated that learning English speaking was a skill that needed many practical exercises on their own in or outside the classroom. Furthermore, students must self-study and research a lot to get in-depth information about their learning because, in EFL learning, the time to practice is limited in school. Therefore, when the learners were out of the class, they could learn by themselves. Thus, the learners need to self-study and research the target language to improve their English-speaking ability.

5.3.4 Creating Group Study

The fourth strategy to develop students' speaking skills was to create group study because group study could help students to improve their communication skills through speaking and interactions. When they studied alone, they might get only one perspective, but if they learned in a group, they would get a variety of viewpoints on the topic, which helped them develop their critical thinking skills. This finding was supported by Gillies (2006), Wegerif et al. (1999), and Johnson and Johnson (1990) revealed that when students worked in cooperative classrooms or group work where teachers used more facilitative learning behaviors, they also engaged in more positive helping behaviors with their peers more than students who do not strongly support collaborative learning. More

importantly, cooperative learning involves the students working in a group and requires all group members' contributions. The students were expected to help each other as they worked on this task, all members were entitled to express their opinions and ideas, the group democratically made decisions, and they were expected to be accountable for their contributions.

5.3.5 Being Brave and Confident

Being brave and confident was also the strategy to develop the student's speaking ability because when they were confident, they could speak without being shy or afraid of making mistakes. When they studied, they should be brave to ask questions; when answering the questions, they had to be confident to answer them so that students were brave enough and confident in their speaking. This finding was supported by Al-Sobhi and Preece (2018), and Roysmanto (2018) stated that self-confidence could give learners spirit, bravery, and motivation. So, students achieve better because they are brave and confident in their abilities. Therefore, having the confidence to speak was extremely important for ESL learners and made students talk more and engage in communication.

5.3.6 Restriction the Use of Smartphone in Class

The last strategy to improve the student's speaking ability was to keep students from using smartphones in class because when students have cell phones around, it will reduce their focus, and the classroom will be full of distractions. Furthermore, students feel concentrated on their smartphones. This finding was similarly revealed by Alfawareh and Jusoh (2014), Elder (2013), Froese et al. (2012), and Tindell and Bohlander (2012) that the use of mobile phones could distract students learning process. Students believe their classroom learning was disrupted during texting, making calls, taking pictures and browsing the internet. In addition, students were not paying attention to their teachers' explanations because they spent too much time on their smartphones.

5.4 Chapter Summary

This chapter discussed new findings with previous findings that the other authors had already found in their study. The conclusions of this study were to answer the study's objectives, which included the teacher's and student's perception of the hindrances to the student's speaking ability. Furthermore, it also focused on the strategies teachers and students use to improve their English-speaking skills. Therefore, these findings responded to the research objectives because most studies in this chapter were similar to the previous research.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter concluded with the study results based on each research question about teachers' and students' perceptions of improving students speaking ability. This study has an essential role in finding the hindrances to the students speaking skills and developing the learners' speaking ability. It was to get the appropriate learning strategies and techniques as perceived by the teachers and learners. The researcher also concluded the study's limitations to get ideas for further research. Then, the researcher offered some recommendations to students, teachers, school principals, curriculum developers, and other relevant people concerning the results of the study, as well as suggestions for further research.

6.1 Conclusion

As mentioned earlier, the study aimed to investigate the hindrances that the students at Hun Sen PeamChikang High School experienced in their learning speaking skills as perceived by the teachers and students' perception. The methods teachers used to help the student's speaking ability and the strategies that students who were good at speaking used to improve their English-speaking skills by providing some recommendations.

The results of the study indicated that the students faced many hindrances. Teachers also encountered many challenges in their teaching. Students are also confronted with numerous factors in learning English speaking skills, such as some students having no prior knowledge about learning English from the primary level, the lack of using speaking materials and practice activities in the class, lack of motivation, students' anxiety, nervousness, and shyness. Furthermore, as mentioned in the above chapter, it was due to the use of their L1 more than English and many other hindrances.

Moreover, based on the study results, we also had many strategies to improve the student's English-speaking ability by regularly practicing English speaking, doing more research or self-study, create group learning. Then, students must be brave and confident in learning, dare to ask, answer, and participate in all class activities the teacher provides. In addition, students must frequently use English speaking rather than their L1, and they should refrain from using the smartphone in the classroom because it could distract their learning activities. Then, the learning environment should be more attractive and enjoyable.

6.2 Limitations of the Study

This study consisted of some limitations. First, the research sample represented only one public school at the secondary level of the New Generation School of Hun Sen PeamChikang High School, located in Kangmeas district, Kampongcham province. Thus, the findings could not be generalized to all the public schools in Cambodia. Second, the researcher conducted only the secondary level from grades 7 to 9 and did not include the higher levels of the students. Third, the researcher also planned to collect the data through document analysis as the classroom observation. However, these could not be done due to the time limit because the researcher was busy with the mentoring practicum. Fourth, the sample size of this study was small since there were only 2 participants in each level due to the time constraints and being busy with practicum. Lastly, the study focused only on one skill: teaching and learning English speaking skills, while rejecting the other three skills, including reading, listening, and writing. For those reasons, further study should consider the bigger sample size and the other three English language skills.

6.3 Recommendations

Due to the difficulties teachers and learners faced in their teaching and learning process, learning speaking skills was not easy. In addition, regarding the respondents' findings, the researcher also has some practical recommendations for teaching and learning English speaking skills at Hun Sen PeamChikang High School as the following:

6.3.1 Recommendation for Students

Students need to reduce their L1 speaking by regularly practicing English both in and outside the classroom or joining a speaking club where they can use English to communicate with classmates and share knowledge. Therefore, they are forced to face their fears when they are surrounded by others who do not speak their native language in the club. These fears include those of making mistakes, being shy, and anxiety. In addition, it encourages them to speak the language, overcome the worrying of making mistakes, and appropriately develop their language abilities.

6.3.2 Recommendation for Teachers

The NGS English teachers should have a regular professional learning community (PLC) and create an English club to help the students to learn. Furthermore, teachers should apply constructive learning methods to the students and use various materials to support teaching speaking skills. Moreover, teachers should provide motivational support for the students, both intrinsic and extrinsic motivation, and encourage students to participate in their learning activities. Thus, those elements will help teachers teach more effectively and improve students' speaking abilities.

None-NGS English teachers should provide more opportunities for students to practice English speaking in a class by using some speaking activities that require students to speak. Therefore, the teacher needs to give students various speaking activities

and provide enough time to practice their English speaking more during their teaching hours. Finally, teachers should create an English-speaking environment by encouraging the students to use L2 in the classroom to make a habit of familiarizing the students with the language. Finally, teachers must remind them not to worry about making mistakes and give them clear instructions and sufficient guidance.

6.3.3 Recommendation for School Principal

Public and private school principals should prepare suitable learning materials for teaching speaking skills because various materials can get the student's attention to be involved in their learning and participate more in the class activity. Hence, it can also reduce the teachers' talking time by providing more opportunities for students to practice their English-speaking skills.

6.3.4 Recommendation for Curriculum Developer

The curriculum developer should add more teaching or learning hours on English subjects at the secondary and high school level besides the current program, which has only four hours per week, giving students less time to learn. Therefore, students should have more time to practice their English-speaking skills and other activities. Also, many students are less concerned about their English learning because they can pass the English subject automatically on the national exam. Moreover, at the primary level should have an English teacher to teach English as the other subject better than just adding English as the subject but no English teacher. Therefore, if the students have learned English from an English teacher, they will have enough foundation knowledge before they join the secondary level.

6.3.5 Recommendation for Relevant People

The relevant people, such as parents, teachers, and friends, should motivate or encourage students with both intrinsic and extrinsic motivation because it can improve the student's confidence and dare to speak English without being shy and afraid of making mistakes. Therefore, students' speaking ability will improve if they have enough motivation from the people around them.

6.4 Suggestions for Further Studies

Further research should focus on the other three English skills, which include reading, listening, and writing, to identify the problems and provide valuable solutions for the teachers and learners. Furthermore, the study should be in others schools different from New Generation School because these schools have different situations. Finally, the sample sizes should be more significant than this study to ensure that all-important information will gather.

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APPENDICES

APPENDIX A: INTERVIEW PROTOCOL FOR TEACHERS

Part 1: Demographic information

Age: _____ Teaching experiences: _____ Graduation level: _____

Time: _____

Date: _____

Place: _____

Interviewer: _____

Interviewee: _____

This study was conducted to fulfil a Master's degree in Master of Education, majoring in Mentoring at the New Generation Pedagogical Research Center. One of the purposes of this study was to find the hindrances that affect the students speaking ability and find the strategies to improve students speaking skills. The data for this study was collected using the semi-structured interview to gain in-depth information necessary for understanding the teachers' and students' perceptions of improving speaking ability. In addition, the data in this interview has been protected to guarantee the interviewees' confidentiality. This interview will take up to 45 minutes so that the information will be well-rounded.

Part 2: Questions

1. Could you tell me about your personal information? Education background? And teaching experience?
2. Do you think teaching speaking skills to your current students is difficult? Why or why not?
3. Can you list some specific challenges that you have encountered in your teaching speaking? Why do you think those are challenges?

4. What is the significant challenge(s) that you cannot handle? Why?
5. What factors influence the above challenges?
6. Do you think your students speak English a lot or not inside and outside the classroom? Do your students have enough time to practice speaking English? If Yes, How? If No, Why?
7. What language components hinder students from speaking English fluently?
8. What materials do you use to teach speaking skills? How?
9. What specific techniques, approaches, or methods have you applied in your speaking instruction in order to promote students' speaking ability?

APPENDIX B: INTERVIEW PROTOCOL FOR STUDENTS (LOW SPEAKING ABILITY)

Part 1: Demographic information

Age: _____ Teaching experiences: _____ Graduation level: _____

Time: _____

Date: _____

Place: _____

Interviewer: _____

Interviewee: _____

This study was conducted to fulfil a Master's degree in Master of Education, majoring in Mentoring at the New Generation Pedagogical Research Center. One of the purposes of this study was to find the hindrances that affect the students speaking ability and find the strategies to improve students speaking skills. The data for this study was collected using the semi-structured interview to gain in-depth information necessary for understanding the teachers' and students' perceptions of improving speaking ability. In addition, the data in this interview has been protected to guarantee the interviewees' confidentiality. This interview will take up to 45 minutes so that the information will be well-rounded.

Part 2: Questions

1. Could you tell me a bit about your personal information, and your study?
2. How long have you been learning English? Where have you studied?
3. Do you like learning English? Do you think English is important and useful for you? Why or why not?
4. Can you list some specific challenges that you have encountered in your learning speaking? What is the significant challenge that you cannot handle?

5. What factors influence the above challenges?
6. How often do you speak English inside or outside the classroom?
7. What factors hinder you from speaking English fluently?
8. What factors are important in speaking?
9. How do you feel when you speak English in front of your classmates?
10. Does your teacher motivate you to participate in his/her teaching? What kinds of motivation does your teacher use to promote your learning speaking? Why not?
11. What do you think about the environment of your learning speaking skills? Do you have enough time to practice your English speaking? If Yes, When? If No, Why?
12. What do you think about learning materials (textbooks, speaker, LCD projector…)? Is it enough for your learning? Why? Why not?
13. How does your teacher assess your speaking ability? What do you think about his techniques?
14. Do you think what can help you to learn and speak English better?

APPENDIX C: INTERVIEW PROTOCOL FOR STUDENTS (HIGH SPEAKING ABILITY)

Part 1: Demographic information

Age: _____ Teaching experiences: _____ Graduation level: _____

Time: _____

Date: _____

Place: _____

Interviewer: _____

Interviewee: _____

This study was conducted to fulfil a Master's degree in Master of Education, majoring in Mentoring at the New Generation Pedagogical Research Center. One of the purposes of this study was to find the hindrances that affect the students speaking ability and find the strategies to improve students speaking skills. The data for this study was collected using the semi-structured interview to gain in-depth information necessary for understanding the teachers' and students' perceptions of improving speaking ability. In addition, the data in this interview has been protected to guarantee the interviewees' confidentiality. This interview will take up to 45 minutes so that the information will be well-rounded.

Part 2: Questions

1. Could you tell me a bit about your personal information and your study?
2. How long have you been learning English? Where have you studied?
3. Do you like learning English? Do you think English is important and useful for you? Why or why not?

4. Can you list some specific challenges that you have encountered in your learning speaking? What is the significant challenge that you cannot handle?
5. What factors influence the above challenges?
6. How often do you speak English inside or outside the classroom?
7. What factors are important in speaking?
8. How do you feel when you speak English in front of your classmates?
9. Does your teacher motivate you to participate in his/her teaching? What kinds of motivation does your teacher use to promote your learning speaking?
10. What do you think about the environment of your learning speaking skills? Do you have enough time to practice your English speaking? If Yes, When? If No, Why?
11. What do you think about learning materials (textbooks, speaker, LCD projector…)? Is it enough for your learning? What are they? Why not?
12. How does your teacher assess your speaking ability? What do you think about his techniques?
13. How do you improve your speaking ability?
14. What recommendations do you have for your classmates to improve their speaking ability?

ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

APPENDIX D: PERMISSION TO CONDUCT STUDY BY NGPRC

ថ្ងៃពុធ ០៤កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី០៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

លោក តូច សុទ្ធី នាយកសាលារៀនជំនាន់ថ្មីនៃវិទ្យាល័យហ៊ុន សែន ពាមជីកង

កម្មវត្ថុ៖ សំណើសុំអនុញ្ញាតឱ្យឈ្មោះ **អ៊ាង ចិន្ត្រា** ជាគរុនិស្សិតបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យជំនាន់ទី៣ ឆ្នាំសិក្សា២០២១-២០២២ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅសាលារៀនជំនាន់ថ្មីនៃវិទ្យាល័យហ៊ុនសែន ពាមជីកង ក្នុងចន្លោះពីថ្ងៃទី**៥** ខែ**ឧសភា** ដល់ ថ្ងៃទី**៣០** ខែ**កក្កដា** ឆ្នាំ**២០២២**។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូនលោកនាយកឱ្យបានជ្រាបថាគរុ-និស្សិតឈ្មោះ **អ៊ាង ចិន្ត្រា** មានគម្រោងចុះស្រាវជ្រាវទិន្នន័យលើប្រធានបទ " **ការយល់ឃើញរបស់គ្រូនិងសិស្សលើការបង្កើនសមត្ថភាពនិយាយភាសាអង់គ្លេស សាលារៀនជំនាន់ថ្មី នៃវិទ្យាល័យ ហ៊ុនសែន ពាមជីកង ខេត្ត កំពង់ចាម**" ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការស្រាវជ្រាវនេះអាចចូលរួមចំណែកក្នុងការជម្រុញ និងលើកកម្ពស់ឱ្យការបង្រៀននិងរៀនភាសាអង់គ្លេសឱ្យកាន់ តែមានភាពល្អប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់គរុនិស្សិតរូបនេះបានចុះប្រមូលទិន្នន័យ តាមការស្នើសុំដូចមាននៅក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំបាទ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ច័ន្ទ រ័ត្ន

ឯកសារ មសគថ.

APPENDIX E: REQUEST FOR PERMISSION TO SCHOOL PRINCIPAL

Mr. Eang Chetra
PeamChikang, Kang Meas,
Kampong Cham province.
Tel: 0966009600

Mr. Toch Vuthy
School Principal at Hun Sen PeamChikang High School
PeamChikang, Kang Meas, Kampong Cham province.
May 01, 2022

I am writing to request your permission to conduct a study with the students in grades7 to 9 by using the interview questions. I would also like to request to utilize the students' monthly records and attendance in my research project. My study will focus on "Teachers' and Students' Perception on Improving Students' English-Speaking Ability New Generation School at Hun Sen Peamchikang High School, Kampong Cham."

Mr. Sok Sengly, the vice-principal of the school, is aware of my request to conduct this study and has given his approval.

6 students from three classes in grades 7 to 9 will be selected to interview. It should take approximately 15-20 minutes to complete conversation during the break time. Students' names will not be used on the study or the Demographic Information Sheet. I will return all the data to the school after I finish my project.

I will arrange to meet with you at your convenient time to discuss the nature of my study, its relevance, the procedure for administering the interview, and how student confidentiality and anonymity will be preserved.

If you do not have any objection to my request, please kindly sign the permission letter attached here. The final report of my research will be shared with you. Thank you very much for your support and corporation.

Sincerely,

Eang Chetra

Kingdom of Cambodia

Nation Religion King

APPENDIX F: PERMISSION TO CONDUCT STUDY GRANTED BY SCHOOL PRINCIPAL

Hun Sen PeamChikang High School

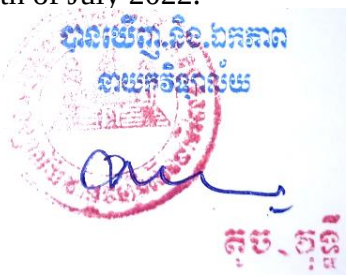
PeamChikang, Kang Meas, Kampong Cham province

May 01, 2022

Permission Letter

To whom it may concern:

I grant Mr. Eang Chetra permission to conduct a study entitled “Teachers’ and Students’ Perception on Improving Students’ English-Speaking Ability New Generation School at Hun Sen Peamchikang High School, Kampong Cham.” with 6 students in grades 7 to 9 by using the interview questions from 5th of May to 30th of July 2022.



Principal, Peam Chikang High School

_____

APPENDIX G: STUDENT CONSENT FORM

Eang Chetra

May 01, 2022

My name is Mr. Eang Chetra. I am a student in Master of Education Major in Mentoring. I am also a teacher in Hun Sen Peam Chikang High School. I am writing a thesis for my Master Degree. The topic of my thesis is “Teachers’ and Students’ Perception on Improving Students’ English-Speaking Ability New Generation School at Hun Sen Peamchikang High School, Kampong Cham.”. The finding of this study will be very valuable for students’ learning, teacher, and school.

With the approval from the school principal and your teacher, I would also like to request you to participate in my research project.

Your participation is voluntary. I assure you that all the information you provide is completely confidential. Because you are a volunteer, you can quit at any time before or during the study if you decide you do not want to finish the list of questions. You will not be punished in any way. Your help is greatly appreciated but I must remind you that your participation will not hurt or help your school grades or affect your study.

If you agree to participate in my research project, please sign this letter and please also have your parents or guardian sign this letter to prove that they allow you to participate. If your parents or guardians have any questions or concerns about your study, please feel free to contact me at 0966009600. I have enclosed the permission letter from the school principal for your reference.

Thank you very much.

Date: .....

Signature: .....

Student’s name: .....

APPENDIX H: TEACHER CONCENT FORM

Eang Chetra

May 01, 2022

Dear Teacher,

My name is Mr. Eang Chetra. I am a student in Master of Education Major in Mentoring. I am also a teacher in Hun Sen Peam Chikang High School. I am writing a thesis for my Master Degree. The topic of my thesis is "Teachers' and Students' Perception on Improving Students' English-Speaking Ability New Generation School at Hun Sen Peamchikang High School, Kampong Cham.". The finding of this study will be very valuable for students' learning, teacher, and school.

I would very much appreciate your help with my research project. Your participation is voluntary. If you choose to participate, you will be asked to collect the Informed Consent Form Students and also ask for permission the see the monthly result and the attendant.

The students will participate in the interview question for around 15-20 minutes during the students" break time. The aggregate result will be available to you when the research is completed. This project has been reviewed and approved by the Master of Education Program director and the Hun Sen Peam Chikang School Principal. It is believed that the research procedures completely safeguard students" privacy, welfare, civil liberties, and rights. Please feel free to contact me if you have any questions. I can be reached at work at 0966009600.

Thank you very much for your consideration.

Sincerely,

Eang Chetra

I have read this letter and any questions I had have been answered to my satisfaction.

I am willing to provide assistance with this research project.

_____ _____

Teacher Signature Date

Empowering educators with ethical and evidence-based practices

Email: ngprc.faculty@gmail.com
Website: www.ngprc.edu.kh