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(BA in TEFL)

TOPIC: “STUDENTS’ DIFFICULTIES IN LEARNING ENGLISH SPEAKING SKILLS”

BA. TEFL REASEARCH

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Ministry of Education Youth and Sport
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English Department

**“STUDENT’S DIFFICULTIES IN LEARNING ENGLISH
SPEAKING SKILLS AT PREYCHHOR LOWER SECONDARY
SCHOOL”**

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(2019-2023)

Major: English for Education
Kampong Cham, July, 2023

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Dear Sir/Madam:

I have decided to receive your request and would allow doing the internship on the topic of **“Students’ difficulties in learning English Speaking skills at PreyChhor lower secondary school.”** You can be sure that my students will provide you with their experiences and useful information to you. I do believe that my general facility will enable them to make a smooth procedure the internship. You could get Research to be started on the due date and thank you for trusting our school.

Yours faithfully,

Kampong Cham.....

Signature

Kingdom of Cambodia

Nation Religion King

National University of Chea Sim Kamchaymear (CSUK)

Faculty of Arts, Humanities, and Languages

LETTER OF ACCEPTANCE

National University of Chea Sim Kamchaymear, Kampong Cham Branch would like to certify that Ms. Vong You Y, and Ms. Seng Sreyvith, who are the students of Bachelor of Art in English majoring in —Teaching English as a Foreign Language have successfully completed research at PreyChhor lower secondary school focusing on Students' difficulties in learning English Speaking skill for two months on June, 15, 2023 to July, 15, 2023.

During the research, each of them proved punctual, hard-working and well-committed to their study.

Sincerely yours,

Date,, 2023

Executive Director

Kingdom of Cambodia

Nation Religion King

LETTER OF ACCEPTANCE

I am pleased to accept to be the supervisor Ms. Vong You Y, and Ms. Seng Sreyvith the year-four students of Bachelor of Arts in English, majoring in Teaching English as a foreign Language (TEFL) at National University of Chea Sim Kamchaymear. I will try all my best to guide them to write the accurate Report on the topic of “Student’s difficulties in learning English Speaking skill.” I do hope that the data in the Report would be useful for them, the university, the Ministry of Education Youth and Sports and other institutions and especially, the next generations to be used as the sources.

Date.....

Signature

Mr. EM SEREYRATH

National University of Chea Sim Kamchaymear
Kampong Cham Branch
English Department

DECLARATION

We would like to firmly declare that the product of the report is really conducted by us. It is considered as our own masterpiece. Therefore, it is a newly-written project which we have just submitted to Mr. EM SEREYRATH, our BA research supervisor. We realize and accept that if our project is found cheating or copying from someone's work, it will be given a fail.

Kampong Cham, July,,2023

Group Members

1. Ms. VONG YOU Y

2. Ms. SENG SREYVITH

ACKNOWLEDGMENTS

We are the year-four Students, Batch 19 of the Faculty of Arts, Humanities, and Languages, specializing in **Teaching English as a Foreign Language (TEFL)** at the National University Chea Sim of Kamchaymear. We would like to sacrifice physical strength and spiritual strength to study and do the research to get knowledge in Chea Sim University of Kamchaymear, Kampong Cham for 4 years in order to round up knowledge and use it for our own interests and develop ourselves as Human Resource.

First of all, we would like to express most grateful thanks to our **Parents** who have done us a lot of favors and have fed up us to be tull men. They have always offered everything as physical strength, spiritual strength, things to us; they have tried to do everything without thinking about tiredness or difficulty for us.

Secondly, we would like to express our profound gratitude to **Mr. Chin Pisith**, the Executive Director of National University Chea Sim of Kamchaymear, Kampong Cham Branch for giving us the opportunity to join the course of study and allowing us to write down the report at Prey Chhor lower secondary school, Kampong Cham province. Thanks so much to students in Prey Chhor lower secondary school who provided valuable time to participate with us so that we can make interview and get insight data in order to complete our research.

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PREFACE

English is a global language. Speaking English has become trend in the world. Many people in the world used English as lingua franca to communicate with other people from different country, language, and cultural background. According to Wikipedia, over two billion people speaking English. It means in this globalization era able to speak English is important for our life. In Cambodia, especially, the government makes all effort to develop the ability of English speaking in order to catch up the other countries in ASIAN region as well as modern technology era. Nowadays, ministry of education, youth and sport has already added English into curriculum in school which starts from grade four, Primary School until University. With that, students feel they are in the speaking English community and country; they are glad to learn English and get knowledge from teachers on major micro skills such as; listening, reading, speaking, and writing. However, most of students complain that speaking is a hard skill to master. They find out many difficulties in their speaking performance, and those difficulties in learning always shut up their mouth when they want to speak something in English. Because of that, we are students in year four of National University Chea Sim of Kamchaymear, Kampong Cham Branch are obliged to write the report to graduate Bachelor Degree. And then we made decision to choose the topic on Students' difficulties in learning English speaking skill of lower secondary school level. In this study, we entirely focused on finding out the difficulties in learning English speaking skill which were encountered by the lower secondary school students. We all used our strength to find out the result and have discussed with the supervisor many times in order to obtain good advices to write this report. Moreover, our research questions are used for interviewing grade 7 to 9 students who have learning English before until now.

In conclusion, we hope that this report is precious and useful for the future reporter for supplementary documents. Even we had already checked the mistakes many times, we believe that this report still has error unavoidably; hence we are sorry in advance if we have any mistakes intentionally. All in all, we are pleased to receive constructive criticism from the readers and reporters

ABSTRACT

This research report presents an overview of current research on students' difficulties in learning English speaking skill at lower secondary school level: The case study of grade 7 to 9 students who learn English at PreyChhor lower secondary school in Kampong Cham province. The data was collected by employing a qualitative method. The aims of the study were to find out the difficulties of students in learning speaking English encountered by lower secondary school students. Moreover, to explore the appropriate solutions to the problems raised by lower secondary school students. The results showed that there are a lot of difficulties happening when students attempt to speak in English, such as lack of vocabulary, poor grammar, pronunciation, mother-tongue use, lack of self-confidence, anxiety, shyness, fluency, fear of making mistakes, and afraid of classmate judgment. This study is useful since it will enable all students to identify the obstacles affecting their speaking proficiency in English. Students can prevent every single one of those difficulties from occurring in their speaking learning when they precisely understand what they are, it appears that it is also a component of the growth of English speaking. In addition, it would enable the professor to be useful and learn more about the English-speaking challenges that the students face. Future researchers can use this study to conduct research on a related topic or with more significant aspects, particularly the solutions to deal with the lower secondary school level students' difficulties to learning English speaking skill.

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CHAPTER ONE: INTRODUCTION

1.1. Background of the study

The people of England are the ones who created the language of English. There are currently more than fifty countries that speak English as their major language, including the United Kingdom, Ireland, the United States of America, Canada, Australia, and New Zealand by (Qiong, 2004).

English is an international language that spoken in many countries throughout the world. English, as the most widely used language, plays an essential role in many aspects of society such as trade, science, communication, education and so on (Widyasworo, 2019).

Sun, (2019) state that the English language has become to the popular and used in worldwide societies, and it is increasingly recognized as a language for global contact, particularly when nations speaking various languages engage in business and diplomatic interactions. Wang, (2011) state that English is now thought to be the most widely spoken language. Across all cultures, races, and social classes, English is spoken. Four key abilities such as listening, speaking, reading, and writing must be mastered in order to learn a language.

Neau (2003) English is spoken as a foreign language in Cambodia. The Khmer Republic (or Lon Nol) introduced English to Cambodia between 1970 and 1975 and it was introduced to curriculum. When the Khmer Rouge (or Pol Pot) administration took power between 1975 and 1979, it was then ignored (Neau, 2003). Although the Khmer Rouge regime was overthrown in 1979, learning English was initially not encouraged. Igawa (2008) found that communist influences limited the use of English and French in teaching and learning. English and French teachers and students were considered criminals and put to death. Instead, during this time, learning the Russian and Vietnamese languages was encouraged.

Then, English was restored into the Cambodian curriculum in 1989 and has stayed there ever since Moore and Bounchan (2010) and Neau (2003). Beginning in grade four, English is now taught in Cambodian schools (MoEYS, 2015).

Furthermore, English is now taught as a required subject in every level at school and it is including in the national exam as a reflection on students' English mastery. Because of the importance of English, the Cambodian Ministry of Education has made it a mandatory subject in the school curriculum. Widyasworo (2019) This demonstrates the importance of English learning for all students at all levels of school. Because they train students to work in various industries soon after graduation, English is taught in specific ways based on their major. The goal of English classes in vocational high schools is to help students enhance their English skills. Kids' ability to communicate its implies that the kids are supposed to be responsible and be able to communicate well in English. Speaking is the most important of the four language skills. One of the essential talents that requires active participation. As a result, kids are It is necessary to speak English fluently. Kanwal (2019) due to the challenges faced by students in secondary school, the subject of this problem is the notion of teachers and students, as seen in the previous conversation.

In Cambodia, English is not a native language and it is not spoken at home. English at the secondary level is extremely tough for English pupils, and kids are terrified of learning, writing, and speaking English. Previously, there were insufficient investigations regarding students in front of secondary English students (Lucas & Katz,1994). This research revealed facts and discovered why it is difficult for pupils to learn English. This research also offered a strategy for minimizing the shortfall.

1.2. Problems of the study

As above description, students' difficulties in learning speaking skills. Many students at lower secondary school from deference site face some problem in speaking after they graduate secondary school. It was discovered that the majority of the students still struggle to communicate in English. It's because the pupils lacked specific English vocabulary, confidence motivation, had not good pronunciation, nervousness, shyness, reluctance, were fearful of making mistakes, and were hesitant to speak English in the first place (Heriansyah, 2012). Among these factors, they find it challenging to become proficient in English speaking. The overwhelming difficulties they encountered made it clear that they had trouble executing their English. As a result, they avoid speaking, while some pupils decide to remain silent constantly. This can be attributed to such hurdles not being expressly mentioned as the cause. As a result, they are reluctant to speak, and some students decide to be silent constantly. This can be attributed to such hurdles not being

expressly mentioned as the cause. The common agreement was that they had trouble executing their English because of the many difficulties they encountered. This results in their inability to explain or transmit ideas verbally.

1.3. Objectives of the study

The objectives of this study are as followed:

1. To find out the difficulties of students in learning speaking English encountered by lower secondary school students.
2. To explore the appropriates solutions to the problems raised by lower secondary school students.

1.4. Research Questions

1. What are the difficulties of students in learning speaking English faced by PreyChhor lower secondary school students?
2. What are the appropriates solutions to the problems raised by these students?

1.5. The Significance of the study

The ability to speak English fluently has become increasingly important in today's globalized world. English is widely regarded as the international language of communication, and proficiency in speaking English opens up numerous opportunities for personal, academic, and professional growth. However, learning to speak English can be challenging for non-native speakers, and it is crucial for both students and teachers to understand and address these difficulties effectively.

For students

So, this study is importance because the researcher noticed during our career and teaching, many students face some difficulties and problems in speaking while they used in the classroom or in daily life. This research is useful since it will enable all students to identify the obstacles affecting their proficiency in English. Since students can notice every single difficulty of speaking learning, it will help them to grow the English-speaking skills. By doing so, students can develop their ability and eventually become good speakers. Understanding these difficulties is crucial for students as it helps them identify and focus on specific problem areas. Teachers can provide

targeted instruction and practice exercises to improve pronunciation skills, such as using phonetic symbols, audio recordings, and tongue placement exercises. By recognizing the challenges associated with pronunciation, students can develop strategies to overcome them and enhance their overall speaking abilities (Couper,2017).

For teachers

In addition to this case study, lecturers can benefit from it as well. Knowing the difficulty of students in learning speaking would be helpful to the professor. It is crucial for teachers to be aware of difficulties that their pupils face when they speak. As a result, it would enable the professor to be useful and learn more about the challenges of English speaking that the students face. Additionally, it would enable the teachers to assist the students and resolve any issue more effectively.

By understanding the difficulties faced by each student, teachers can personalize their teaching approach, provide targeted resources, and offer individualized support to enhance the students' English-speaking skills effectively. By understanding the difficulties faced by each student, teachers can personalize their teaching approach, provide targeted resources, and offer individualized support to enhance the students' English-speaking skills effectively (Kasneci et al, 2023).

For schools

Furthermore, this study will be advantageous to the school. The school will be able to get pertinent data on the students' difficulties with English speaking skills. By using this data, school principals can collaborate directly with teachers to help and improve students' abilities by offering the answers and essential resources.

By completing this report, the subsequent researcher can utilize it much as possible to conduct new research on a related topic or with more significant aspects, particularly the affective solutions to deal with students' difficulties in learning speaking. The outcome will reveal the elements that influenced students' difficulty in learning speaking English.

1.6 Scope and limitation of the Study

Obviously, the goal of this research is to examine the difficulties of students when they learn to speak at lower secondary school. Finding out information from all of Cambodia's lower secondary schools is incredibly difficult because it requires so much time, money, equipment, and material resources. That why will the research be limited to PreyChhor lower secondary School in Kampong Cham Province only. This study was conducted in order to better coordinate processing in order to become more efficient and on time and this report will be conducted in the academic year of 2022-2023.

As a result, the findings of the study may not apply to all lower secondary schools in Cambodia. Furthermore, students from lower secondary schools (grades7 to 10) will be chosen to participate in the research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Conceptual Review

Mahbub (2021) state that learning English in a vocational lower secondary school differs from primary school. Because vocational lower secondary schools prepare students to work in specialized fields immediately after graduation, English is taught in unique ways based on their major. According to Brown (2003) speaking is a productive capability that can be straight a logically observed, those observations are invariably colored by the accuracy and efficiency of a test taker's listening skill, which certainly compromises the dependability and validity of an oral discovery test. In addition, Thornbury (2005) states that speaking takings the form of face-to-face discourse and thus involves communication.

Furthermore, Harmer (2013) defines talking as the ability to speak fluently assumes not only information of language feature, but also the skill to training information and language. While Djamarah (2011) states that difficulties in learning is a condition where the students cannot study well, caused some threat, obstacle, or disturbance of learning. The problem with teaching and learning pronunciation in Cambodia is that English and Khmer have very different sound systems, making it difficult for Cambodian pupils to pronounce English words and phrases incorrectly (Donley, 2020).

For instance, some English consonant sounds are not present in the Khmer language. Another problem with learning English pronunciation in Cambodia is the lack of materials and opportunity to immerse Khmer students in English-speaking settings. The province's Cambodian EFL (English as a Foreign Language) students are more aware of this problem. They face a number of challenges in places like the lack of access to educational resources and the chance to take English classes from qualified instructors (Sim & Hum, 2021).

In addition, Ahamadi and Widodo (2013) state that difficulties in learning is the condition where the students cannot learn as they should. The findings revealed that pupils were afraid of making mistakes, shy, hesitant, and lacking in confidence (Haidara ,2016). The reason are the students did not know certain English vocabularies, they have poor pronunciation, their mother tongue use, anxiety, afraid of making mistakes, feeling shy, feeling hesitated, class mate judgment,

lack of confidence and they were reluctant to speak English (Hamouda, 2013). Those difficulties are follow-on in their problems to express or convey concepts through speaking.

2.2 Motivation in Learning Speaking

Speaking is a powerful tool that enables individuals to express their ideas, influence others, and drive change. However, the ability to engage and inspire an audience requires more than just technical skills. Motivation plays a significant role in determining the success of a public speaker. In this article, we will delve into the concepts of intrinsic and extrinsic motivation, exploring their impact on public speaking effectiveness, and providing insights into how speakers can harness these motivations to deliver compelling presentations.

Learning English as a second language has become increasingly important in today's globalized world. English serves as a lingua franca, facilitating communication between individuals from different cultural and linguistic backgrounds. Moreover, it opens doors to better job opportunities, higher education prospects, and increased cultural exchange. However, acquiring a new language can be challenging, requiring dedication, time, and effort. In this article, we will delve into the significance of motivation in learning English as a second language and explore various factors that can enhance and sustain motivation throughout the learning journey (Warschauer, 2000).

Understanding Motivation

According to Vansteenkiste et al, (2006) Motivation is the driving force that compels individuals to engage in and persist with particular behaviors. In the context of language learning, motivation acts as a catalyst, propelling learners towards achieving their language goals. Psychologists have recognized two main types of motivation: extrinsic and intrinsic.

Extrinsic Motivation

Extrinsic motivation refers to external factors that influence individuals to learn a language, such as rewards, grades, or social approval. While extrinsic motivation can provide initial encouragement, it is often short-lived and insufficient for long-term language acquisition (Li & Chu, 2021). Furthermore, extrinsic motivation refers to external factors that drive behavior, such as rewards, recognition, or tangible outcomes. While intrinsic motivation stems from within,

extrinsic motivation comes from external sources. In the context of public speaking, extrinsic motivation can have both positive and negative effects on a speaker's performance (Yoon et al, 2015).

Intrinsic Motivation

Intrinsic motivation stems from internal factors, such as personal interest, enjoyment, and a sense of accomplishment. Intrinsic motivation plays a crucial role in language learning as it fosters a genuine passion for the language and sustains learners during challenging periods (Noels et al, 2003). Moreover, Intrinsic motivation refers to the internal drive and desire to engage in an activity for its own sake, deriving personal satisfaction, fulfillment, and enjoyment from the process itself. In the context of speaking, intrinsic motivation is characterized by an individual's genuine passion for sharing their ideas, creating meaningful connections, and making a positive impact on others (Krieger, 2004).

Intrinsic motivation is often rooted in a deep sense of meaning and purpose. Public speakers who are intrinsically motivated have a strong belief in the importance of their message and the potential impact it can have on their audience. This sense of purpose drives their motivation to share their ideas, connect with others, and inspire change. Their passion and conviction shine through in their speaking, making them highly influential communicators (Fullan, 2011).

The Importance of Motivation in Learning English as a Second Language:

Motivation significantly impacts the language learning process and overall success. Here are several key reasons why motivation is crucial for learning English as a second language:

a) Goal Orientation: Motivation helps learners set clear goals and objectives, providing direction and purpose to their language learning journey. Goals can be short-term, such as improving vocabulary, or long-term, such as achieving fluency in spoken English. Having clear goals motivates learners to work diligently and stay focused.

b) Perseverance: Learning a language requires time and consistent effort. Motivation acts as a driving force, encouraging learners to persist even when faced with challenges, setbacks, or moments of frustration. It helps individuals embrace the learning process as a continuous journey

rather than a destination. Motivation provides the mental resilience needed to overcome obstacles and maintain progress.

c) Confidence Building: Motivation boosts learners' self-confidence and belief in their abilities. As learners witness their progress and achievements, their confidence grows, leading to increased engagement and willingness to take risks in using English in real-life situations. Motivation helps individuals overcome the fear of making mistakes and encourages them to practice and apply their language skills with confidence.

d) Language Exposure and Practice: Motivated learners actively seek opportunities to immerse themselves in English. They engage in extensive reading, listening to podcasts, watching movies, and participating in conversations with native speakers. Increased exposure and practice accelerate language acquisition and reinforce motivation through visible progress. The more learners engage with the language, the more motivated they become to continue learning and improving.

2.3 Difficulties in Learning Speaking

2.3.1 Students Themselves

Lack of Vocabulary

Another significant difficulty in learning to speak English is acquiring a wide range of vocabulary. English has a vast lexicon, comprising words with multiple meanings, idiomatic expressions, and phrasal verbs, which can be overwhelming for non-native speakers. Limited vocabulary hinders effective communication, as students may struggle to find the right words to express their thoughts and ideas (Medgyes,1994).

When learning a foreign language, in this case, English, vocabulary is essential. This is one element links the four skills of speaking, listening, reading, and writing, (Cahyono & Widiati, 2015). A limited vocabulary in a second language obstructs effective communication; hence, vocabulary knowledge is frequently seen as a crucial skill for second language learners. Underscoring the value of vocabulary development, (Schmitt, 2000). So, when pupils lack of vocabulary it very hard for them to learn and speak out.

Nation (2001) The relationship between vocabulary knowledge and language usage is further described as complementary: vocabulary knowledge facilitates language use, and vice versa, language use results in an increase in vocabulary knowledge. A limited vocabulary in a second language obstructs effective communication; hence, vocabulary knowledge is frequently seen as a crucial skill for second language learners. You cannot speak fluently without having a strong vocabulary since they can create sentences with simply words. Meaning that the bulk of them also have a limited command of English.

Poor Grammar

Grammar and sentence structure pose significant challenges for students learning to speak English. English grammar rules can be complex and differ from those of the student's native language, leading to errors in sentence construction, verb tenses, and word order. These errors can impede effective communication and make it difficult for students to convey their intended meaning (Burt,1975).

(Banu & Nishanti,2017) point out that despite the fact that grammar is essential for producing good sentences, most students find it to be a pretty simple concept to grasp. Children who have difficulty with grammar will always be unable to create properly grammatical phrases. Due to their awareness of their poor grammar, students are embarrassed to speak English phrases.

Saaristo (2015) claims that grammar is a set of linguistic rules you use to construct phrases and sentences that are typically meaningful. Grammar rules also outline the appropriate method for using a language in writing or speaking. An essential part of learning is grammar. A person must think about a few components and features of what he or she is going to say before speaking. We talk a lot and use a lot of words.

Pronunciation

Anggayana and Kusuma (2019) state that one of the most common difficulties faced by students learning English as a second language is mastering pronunciation and phonetics. English has a complex phonetic system, including vowel sounds, consonant clusters, and stress patterns, which can be vastly different from the student's native language. This leads to difficulties in accurately producing and differentiating various sounds, resulting in miscommunication and reduced confidence in speaking English.

According to Mahripah (2014), phonology offerings a difficult area of linguistic learning for EFL students. As is commonly known, English is not a phonetic language. That is, the pronunciation of English words does not match the spelling of such terms. Words with similar spellings may occasionally be pronounced differently due to their context, such as phonemes and tenses that come after them. This can cause many problems for non-native English speakers, and on occasion they have difficulty creating English words. As indicated in Ismiati (2021), demonstrated that good pronunciation is necessary to improve speaking ability in order to ensure clear communication and avoid misunderstandings. However, approaching native speakers may be more difficult for adults or college students than for younger learners.

Mother- Tongue Use

Tahir Jahan Khan & Nasrullah Khan (2016) say that interference from the mother tongue is another issue that English language learners face. It has been revealed that certain students are interested in studying English. Outside of the classroom, however, there was no encouragement to use English. While playing outside, the students engaged in native-language conversation. More classroom activities, including student participation, are thought to improve students' ability to communicate in English. Students still speak in their mother tongue. Among other things, the students' inability to communicate in English is evidence of the influence of their mother tongue. Additionally, it was shown that students relied on word generation in addition to translation into their mother tongue according to (Sulimans,2014). Among other things, the students' inability to communicate in English is evidence of the influence of their mother tongue. Additionally, it was shown that students relied on word generation in addition to translation into their mother tongue.

Lack of Confidence

According to Nina (2020), the largest barrier to students speaking English is their lack of confidence. A common misconception among students is that they cannot speak English fluently. However, it is well known that students lose confidence when they discover that their conversation partners do not understand them, or vice versa. They choose to remain silent because they lack the confidence to try speaking English with other people or even their friend. The same remark from Tsui as cited Nuna (2007) mentioned asserted that students who lack confidence in both their ability to communicate in English and in themselves experience communication anxiety. According to Nina (2020), the students' subpar English-speaking skills are the key reason for their

lack of confidence. Based on this incident, many students think that their poor English skills prevent them from speaking English adequately anymore.

Anxiety

Students also experience anxiety in specific contexts, such as when learning English. According to Moshe (2007), anxiety stands out as a major obstacle to effective language acquisition, among other affective factors. In other words, children's language acquisition is impacted by worry. As a result, keep in mind that you also need to take this into consideration (Mohamed Dalem, 2017). According to Januariza Yasti (2016), three factors are involved in pupils' anxiety. The first is communication dread, or pupils' reluctance to talk in the target language. Students' English-speaking abilities suffer as a result. In the second, when the pupils' speaking skills are assessed, they become anxious. Third, it has something to do with how the students are evaluated. Students' anxiety is a result of their dread of being evaluated, and instructor evaluation can also contribute to student worry. The rationale provided above suggests that the teacher might have an impact on students' anxiety associated with learning how to speak English.

Shyness

Many issues arise in the context of school, where interactions with peers form an important part of the atmosphere. Pupils who are shy tend to be quiet in a variety of educational settings, including the classroom and social settings. Talking can make a student the center of attention and vulnerable to social judgment, which is at the core of the taxonomy of shyness. Compared to their non-shy peers, shy kids engage in fewer in-class interactions and respond to queries less frequently, according to (Cordiern et al., 2021). Additionally, there is another factor that prevents kids from speaking English fluently (Nina, 2020). When someone is timid, they become sensitive. Some kids are too shy to try speaking English. This indicates that the students' problems are primarily caused by shyness. The worst phobia among students is shyness. They become disoriented or forget what they were going to say as a result. It contributes to speaking skills. The students' hushed behavior can be attributed to their shyness.

Fluency

A speaker is said to be fluent if they can speak quickly and confidently without a lot of hesitation or unnatural pauses, false starts, or word searches, according to Yohana, (2019). The

speaker must be aware of where to pause and when to finish speaking. Additionally, a speaker is said to speak fluently if they don't speak one word at a time while speaking. As a result, the ability to group words into meaningful units is crucial for a successful speaker.

Fear of Making Mistakes

Fear of making a mistake is linked to the issue of criticism and low opinion. Students frequently give up on the speaking exercise as a result. Al Nakhalah (2016) further states that the study goes on to say that students' reluctance to speak English in class is mostly brought on by their worry about making a mistake. Students' fear of making mistakes prevents them from learning because they believe that if they use the wrong words when speaking English, their friends will make fun of them and they will get negative feedback from their peers. The pupils' fear of making mistakes when speaking English is also mentioned by Azlan et al. (2019).

Afraid of Classmate Judgment

In addition to the teacher, Students experience anxiety rather than confidence when speaking in front of the class because they become the center of attention, attracting the attention of their peers and the teacher (Muhammad, 2007). According to Al-Issa, A.S., and Al-Qubtan (2010), Students face challenges in presenting their work in front of others, requiring guts and confidence, which impact their performance. Students face challenges in presenting their work in front of others, requiring guts and confidence, which impact their performance. Despite long-standing relationships, they still struggle with English conversation (Richards & Renandya, 2002). According to Al Nakhalah (2016), students' hesitation to speak in English is largely due to their fear of making mistakes. The fear they will make a mistake when speaking English is a result of their concern that their friends would tease them and give them bad grades if they do.

2.3.2 Teachers

Speaking instruction, we live in a time when speaking English fluently has become a requirement, especially for those who want to advance in certain fields of human endeavor, so it goes without saying that teaching English language learners how to use English as a second language (ESL) or foreign language (EFL) in oral communication is one of the most common but highly complex activities that needs to be taken into account (Al Sibai, 2004). According to Haozhang (1997) point that improving pupils' oral production is the main goal of speaking

instruction. As a result, language learning exercises in the classroom ought to focus on maximizing student language use.

Because it was believed that oral communication competence developed spontaneously over time and that writing-related cognitive skills readily translated into related spoken communication skills, oral communication teaching in the past was overlooked (Chaney,1998).

The worst thing to note is that academics understand that improving learning strategies that help students become autonomous learners would help them talk more clearly (Nakatani, 2010). Littlewoods (1981) asserted that some professors employ L1 in order to manage their classes. However, there can be yet another element that adds to the problem of speaking difficulties. This is so that L1 users won't have to forfeit worthwhile opportunities for highly motivated international use. Additionally, it frequently diminishes the value of the foreign language as a means of communication. The mother tongue continues to be the appropriate medium for talking about issues that are of urgent concern in the learners' eyes and is reserved for communicatively non-essential domains like drills or conversation practice. Grammar and vocabulary are two additional key factors for other educators to employ in L1. Although I disagree with their attitudes.

Additionally, it frequently diminishes the value of the foreign language as a means of communication. The mother tongue continues to be the appropriate medium for talking about issues that are of urgent concern in the learners' eyes and is reserved for communicatively non-essential domains like drills or conversation practice. Grammar and vocabulary are two additional key factors for other educators to employ in L1. Despite having attitudes that are in opposition to L1, their behavior does not reflect this (Al-Busaidi, 1998).

Teachers face the challenge of identifying the specific difficulties each student faces in learning to speak English. Students come from diverse linguistic backgrounds and have unique learning styles and preferences. Some students may struggle with pronunciation, while others may face difficulties in vocabulary acquisition or grammar (Jung,2010).

De-Jong and Harper (2005) stated that teachers also need to be aware of the cultural and linguistic differences that students bring to the classroom. English language learners often come from diverse cultural backgrounds with distinct communication styles, norms, and social

expectations. These differences can influence how students perceive and use the English language, impacting their speaking abilities.

Motivating students to learn and speak English can be a significant challenge for teachers. Some students may lack confidence due to fear of making mistakes or being judged by peers. Others may struggle with low motivation, especially if they perceive English as irrelevant to their daily lives or future aspirations. Overcoming these motivational barriers is vital for teachers to facilitate language acquisition and speaking proficiency (Aziz & Kashinathan, 2021).

2.3.3 Environment

Some students lack the desire to speak English. They do not perceive a genuine necessity to speak or study English. Actually, according to Littlewood (1984), inspiration is the critical force that determines whether a student boards on a task at all, how much energy he dedicates to it, and how long he persists. Only when students are interested and given the chance to show their personality and interact with others can communicative skills be improved (Littlewood, 1981).

Another issue is the absence of a target language context, which naturally leads to a lack of participation in real-life situations. Another factor contributing to speaking difficulties is preventing learners from participating in dialogue. For children to develop discourse skills, they must both engage in discourse and acquire the knowledge and abilities necessary for engagement (Cameron, 2001).

Pavlenko, (2002) point that language learning, particularly the development of speaking skills, is a complex and dynamic process that is influenced by various factors. One of the crucial elements that significantly impacts language acquisition is the learning environment. The environment encompasses physical, social, and psychological aspects that shape learners' linguistic experiences.

Physical Environment

The physical environment plays a fundamental role in creating a conducive atmosphere for language learning. Factors such as classroom layout, lighting, acoustics, and resources can significantly impact learners' speaking abilities. A well-designed classroom with comfortable seating arrangements, adequate lighting, and appropriate acoustics can enhance learners' focus and

concentration, promoting effective communication. Additionally, the availability of resources such as audiovisual aids, language learning software, and multimedia materials can provide learners with opportunities to engage in authentic language use and practice (Al-Motrif et al, 2023).

Social Environment

According to Vuopala et al. (2016), the social environment, including the interactions among learners, teachers, and peers, greatly influences speaking skills development. Collaborative learning environments that encourage teamwork, peer feedback, and active participation can foster speaking proficiency. Group discussions, role plays, debates, and language games are effective techniques for creating an interactive and supportive social environment. Learners benefit from opportunities to engage in meaningful conversations, negotiate meaning, and receive constructive feedback, which ultimately enhances their speaking skills.

Cultural Environment

Language learning is inherently intertwined with culture. An inclusive and culturally responsive environment promotes language learners' understanding of cultural nuances, improves their intercultural communication skills, and enriches their speaking abilities. Teachers can incorporate cultural elements into language lessons, such as authentic materials, real-life scenarios, and discussions on cultural practices and traditions. By providing exposure to diverse cultural perspectives, learners develop a broader worldview, which positively impacts their oral communication skills (Jackson, 2014).

Psychological Environment

The psychological environment encompasses learners' attitudes, motivation, self-confidence, and anxiety levels. A positive and supportive learning environment encourages learners to take risks, experiment with language, and overcome their fear of making mistakes. Teachers should employ motivational strategies, praise learners' efforts, and provide a safe space for taking risks in speaking. Reducing anxiety through relaxation techniques, mindfulness exercises, and gradual exposure to speaking situations can enhance learners' speaking fluency and accuracy (Arifin, 2017).

Authenticity in the Environment:

Creating an authentic language learning environment is crucial for developing speaking skills. Authenticity refers to providing learners with opportunities to interact with real-world language and contexts. Language learners benefit from exposure to authentic materials such as newspapers, magazines, movies, and podcasts. Furthermore, incorporating real-life tasks and simulations into the curriculum, such as ordering food in a restaurant or conducting interviews, allows learners to practice speaking in meaningful and realistic situations (Akbari & Razavi, 2016).

Technology-Enhanced Environment

With advancements in technology, integrating digital tools and resources into the learning environment can significantly enhance speaking skills. Hazaymeh (2021) state that online platforms, language learning apps, and video conferencing tools offer opportunities for learners to engage in virtual conversations with native speakers and peers from different cultural backgrounds. Technology also enables learners to record and evaluate their own speaking performances, facilitating self-reflection and improvement.

2.3. Solutions

According to Widayasworo (2019) state that to solve this problem, there are factors involved, themselves (students) and the teacher.

2.3.1 For students

You need to start speaking if you want to enhance your English. You must pick a subject or phrase that you believe will be simple to say. Simply focus on speaking and the fact that we can only speak English instead of worrying about the context in which you speak, if you used the correct grammar, whether your tone is suitable, who we are conversing with, or anything else. Speaking is the best and most efficient strategy (Hahn,2004).

Huang (2014) Reading is significant since the subject matter has many terms that we can learn by reading or listening to music. Pay attention to the lyrics and make a note of any unfamiliar words. You can search up a difficult word in a dictionary or on Google if you run across one, and for other words, you can deduce their meaning just by reading the text.

Because most students lack the bravery to speak English well as a result of this problem, you might occasionally feel a little shy, afraid, or afraid of people laughing at you. Simply believe that you will succeed. Everyone can make mistakes in speaking English; trust in yourself, acknowledge mistakes, and correct them moving forward (Heriansyah, 2012).

According to Busch (2010) By recording your speech and listening to it later to identify any grammatical, keyword, or pronunciation mistakes, you can do better the following time. Knowing all your alternatives will help you improve your English-speaking practice.

2.3.2 For teachers

Corno (2008) Teachers also need to be aware of the cultural and linguistic differences that students bring to the classroom. English language learners often come from diverse cultural backgrounds with distinct communication styles, norms, and social expectations. These differences can influence how students perceive and use the English language, impacting their speaking abilities.

Try to understanding the cultural and linguistic differences also significant for teachers to create an inclusive and supportive learning environment. Teachers can incorporate culturally relevant materials, encourage cross-cultural communication, and provide opportunities for students to share their perspectives and experiences. By acknowledging and respecting these differences, teachers can foster a positive classroom atmosphere that promotes effective English language learning and speaking (Ryan & Viete 2009).

Motivating students to learn and speak English can be a significant challenge for teachers. Some students may lack confidence due to fear of making mistakes or being judged by peers. Others may struggle with low motivation, especially if they perceive English as irrelevant to their daily lives or future aspirations. Overcoming these motivational barriers is vital for teachers to facilitate language acquisition and speaking proficiency (Aziz & Kashinathan 2021).

Understanding the factors that affect student motivation and confidence is crucial for teachers to employ effective strategies. Teachers can create a supportive and encouraging classroom environment, provide meaningful and relevant learning activities, and offer opportunities for students to showcase their progress. By recognizing and addressing these

motivational challenges, teachers can inspire and empower students to engage actively in English speaking practice and develop their language skills with confidence (Nair & Yunus 2022).

One effective approach to address the difficulties of learning to speak English is through communicative language teaching (CLT). CLT emphasizes interactive and meaningful communication, focusing on real-life language use rather than rote memorization of grammar rules. This approach encourages students to actively participate in communicative tasks, such as discussions, role-plays, and group activities, fostering fluency and confidence in speaking English (AL-Garni & Almuhammadi 2019).

Teachers can incorporate CLT principles into their lessons by providing ample opportunities for student-centered communication. This can include pair and group work, debates, presentations, and authentic language tasks. By implementing CLT, teachers can create an engaging and interactive learning environment that promotes effective English speaking and develops students' communicative competence (Wu & Marek 2011).

Zeng (2020) state that utilizing technology can be highly beneficial in overcoming difficulties in learning to speak English. Various digital tools and resources are available to enhance language learning, such as language learning apps, online platforms, and multimedia materials. These technological resources can provide additional language input, interactive exercises, and opportunities for independent practice and self-assessment.

Teachers can incorporate technology into their English-speaking lessons by integrating multimedia resources, assigning online speaking tasks, and using language learning apps. This allows students to practice speaking English in a dynamic and interactive way, receive immediate feedback, and track their progress. By embracing technology, teachers can cater to students' diverse learning styles and provide engaging and effective English-speaking practice (Yang & Chen 2007).

Tseng and Yeh (2019), providing appropriate error correction and constructive feedback is essential for students to improve their English-speaking skills. Teachers should adopt a supportive and encouraging approach when addressing errors, focusing on providing guidance rather than criticism. Timely and targeted feedback helps students identify and rectify their mistakes, leading to improved accuracy and confidence in speaking English.

Zua (2008) suggests overcoming students' anxiety of making mistakes by creating strong emotional connections between students and teachers. This fosters trust and a supportive learning environment, allowing students to focus better while studying English. A peaceful environment can also help reduce anxiety.

Teachers should create a welcoming and open classroom environment to encourage shy students to make mistakes and speak confidently. Chinmoy (2007) suggests educating students to view shyness as a learning opportunity and not fear failure or success. These suggestions are valuable for overcoming shyness and finding solutions to students' timidity.

Sato (2003) suggests teachers should be cautious about students' nervousness and develop methods to encourage oral activities. He emphasizes improving speaking skills, motivating students, creating a relaxed classroom, and providing positive reinforcement to reduce anxiety, increase confidence, and encourage communication.

Nunan (1999) noted how to deal with anxiety in students' learning and how teachers should tolerate a range of responses from recalcitrant pupils. By doing this, the kids will feel more comfortable engaging in all of the class activities and responding to the teacher's inquiries.

Yi Htwe (2007) suggested increasing exposure to English and providing students with opportunities to practice pronunciation and intonation. Kubo (2009) suggests teachers should create a friendly environment where students feel encouraged to speak English and rewarded for doing so.

According to Aftat (2008), teachers should give students ongoing support and encouragement while also trying to understand their concerns and making them feel safe and welcome in the classroom. To combat a lack of motivation, Liu and Huang (2010) recommend initiatives that increase English awareness, curiosity, and self-confidence.

2.4 Previous Studies of Learning Speaking Difficulties

Dr. Ahmed Maher Mahmoud Al Nakhalah, 2014-2015, Al Quds Open University in Gaza City Branch, the study aims at discovering the speaking difficulties met by English language students at Al Quds Open College. The study, more over objectives at exploring the reasons of such problems. The researcher conducted an experimental procedure to demonstrate and quantify

the speaking concerns that English language learners at Al Quds Open Campus experienced. The researcher planned an interview to be applied on the sample of the study. Such interview will be applied for each student to explore speaking difficulties and the grounds of such difficulties. The results showed that some students had trouble speaking due to factors like fear of making a mistake, shyness, anxiousness, and lack of confidence. The researcher believed some recommendations the most important one is to create an environment support and encourage the students to speak English generally, and he suggested carrying out more researches and studies concerning speaking difficulties met by English language pupils.

Mohamed Dalem ,2017, Al Margeb University in Libya, the aim of this paper is to explore the speaking difficulties encountered by English language students at Al Margeb University, and to discover the causes of such difficulties. International communication has always placed a high value on English language proficiency. Speaking English fluently is a challenge for non-native speakers. The second language learners have gone through a range of situations to learn how to speak with proper accents, pronunciation, and vocabulary in addition to perfect syntax. As a result, many challenges have been identified as the predictors of this issue for language learners. The literature study revealed that the learners prioritise and need greater attention in the area of appropriate speaking instruction. In this essay, the author focuses on the speaking challenges faced by Al Margeb University English language students, which are seen to be the most urgent for every teacher, including fear of making mistakes, shyness, anxiety, lack of confidence, and lack of desire. This essay might help teachers think about the speaking requirements of their students in the context of teaching and learning (English.Sheila Yolanda Pradya Afisa ,2015).

Muhammadiyah University of Surakarta, this study intends to describe the SMA Negeri 1 Sine pupils' difficulty speaking English. In addition, the researcher is interested in the students' English-speaking challenges as well as the variables that lead to those challenges. Descriptive research is the type of study. The tenth-grade students of SMA N 1 SINE and their English teacher are the focus of this study. The goal of this study is to identify the barriers to speaking English that students face as well as the factors that contribute to these barriers. The methods of gathering data include recording, observing, and interviewing. The research subject's teaching and learning processes, interviews, and recordings are used to collect the data. The results of the study demonstrate that the students' problems speaking English are caused by: (a) their poor command of language, which was brought on by their limited understanding of its meaning. (B) Because

English terms differ in pronunciation and writing, the students had trouble pronouncing several words. (C) The students' word arrangement skills remained unclear. Then, their grammar still contained certain errors. (d) Because they were concerned about making mistakes, the pupils frequently avoided speaking English. When the teachers asked them, they were unsure of themselves and tense. Second, the number of pupils learning to speak English and the psychological makeup of the students are elements that contribute to the problems in speaking English.

Azlina Abdul Aziz and Saraswathy Kashinathan ,2014-2021, Universiti Kebangsaan Malaysia, Speaking is a beneficial language skill that enables speakers and listeners to interact orally for the purposes of information transfer, connection building, and sharing. One of such languages with a need on a global scale for learners at all levels of communication is English. However, speaking abilities in ESL students are constantly seen as complex and difficult, requiring a lot of work to maintain. The difficulties faced by ESL students speaking English in Malaysian classrooms from 2014 to 2021 are thoroughly reviewed in this article. What difficulties do ESL students in Malaysia have speaking English, and what are some practical solutions to these difficulties? These are the two research questions that this systemic study attempts to answer. In-depth reviews of a total of fifteen studies were conducted. The results demonstrate that ESL learners encounter both internal and external barriers to speaking English. The research also reveals helpful methods for getting around language learners' problems speaking it. Further consideration was given to the limitations of earlier studies as well as possible future research and practise paths. The study may offer information that is helpful to ESL instructors, English supervisors, administrators, Ministry of Education officials, and most significantly, speaking ability learners. The main element causing the learners' difficulty speaking English is their small vocabulary. Malaysian students' attempts to learn English are hampered by their innate shyness, reticent nature, and dread of looking foolish. The chance for learners to develop their communication skills and get through psychological obstacles is lost.

ISMI AZIZAH,2015-2016, MA Al-Muslimun NW School in Tegal, the purpose of this study is to find out the difficulties faced by students speaking English and to find the factors that contribute to the difficulties students face when speaking English. All eleventh graders at MA Al-Muslimun NW Tegal, utilising population sample approach, is an example of this study. Based on research findings, the findings of this study demonstrate that: (1) students have difficulty speaking

in English because they have limited vocabulary, 85.2% of tension, 72.2% of students are afraid to make mistakes, 72.2% of students have limited grammar, and 68.5% of students have limited fluency; (2) students prefer to speak in Sasak rather than English because they are lazy to read and learn new words; (3) students' limited fluency is a result of their limited vocabulary; (4) students' limited fluency is a result.

CHAPTER THREE: METHODOLOGY

3.1 Research Design

A qualitative design was used in the current study. Grounded theory design, ethnographic design, and case study design are some of the different types of qualitative research. The design of study is a qualitative with a probability design (Starman, 2013). The type of qualitative employed in this study is an interview based on a case study design.

3.2 Research Population and Sampling

This study was predictable at Preychhor secondary school located in Preychhor village Preychhor commune Preychhor district Kampong Cham province, Cambodia. This study took place to attention on purposive sampling on the features of the population to reply to the research goals. According to Tongco (2007), the best way to researcher cultural field is with a scientific sample technique. In qualitative study, deliberate sampling is often employed to find and choose cases with sufficiently of relevant data on the topic below study. Criterion sampling seems to be most frequently utilized in implementation research, despite the fact that sample procedures can be used for a variety of different reasons (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2013). The population covers around 116 students.

3.3 Permission with Proposition Letter for Data Gathering

The Office of English at National Chea Sim University Kamchaymear supplied an official permission to deportment this research with a formal letter based on the author' request (see Appendix), and school principal decided with the study. Thus, the model of 50 students were selected from Preychhor secondary school in Kampong Cham province.

3.4. Participants

There were 10 pupils chosen to take part in the study. All of the participants in this report were pupils. They are all at seventh-graders, eighth-graders and ninth-graders, and the majority of them are between the ages of 12 and 15. They might have the necessary experiences to inform us. We firmly believe that despite the difficulties they have all had in speaking English, they will be

able to provide us with precise and understandable questions for our research. We anticipate that the interview will provide us with relevant information for our topic, and we are confident that they will. After being fully briefed about the study, they volunteered to participate in it base on the initial author's goals and research ethics.

Participates profile

Participates code	Sex	Grade	Age
P1	F	7	13
P2	F	7	13
P3	F	7	13
P4	F	8	14
P5	M	8	13
P6	F	8	13
P7	F	9	14
P8	F	9	15
P9	M	9	15
P10	F	9	15

3.5. Research Instrument

For this study, an interview served as the instrument. Khmer versions of the questions were offered. For the purpose of gathering data for this study, a specific management of the questionnaire was explored. In the end, data collecting took place in absolute confidentiality and anonymity. The participants answered each questionnaire Separately. The authors asked the questionnaire utilized in this study based on intrinsic motivation. The supervisor and the head of the English department agreed, and extrinsic theory.

3.6. Validity and Reliability

There is no denying that validity is essential to both quantitative and qualitative analysis. Since an invalid test or instrument is useless, validity is a crucial component of a valuable study. It has found that a measurement of an instrument's quality is how well it can calculate. According

to Kumar (2018), an instrument's capacity to calculate what it is a measure of its quality. In every study procedure, data and trustworthy outcomes are essential (Zoharabi, 2013).

Nunan et al (2001) state that accuracy, stability, trustworthiness, and reproducibility are all factors that affect how reliable an analysis is. According to Kumar (2018) its reliability, the analysis will produce the same results if the same thing is seen twice or more.

3.7 Research Procedure

The purpose of the data gathering is described by the researcher. The participants edit each other's personal statements and provide criticism. The researcher thanks everyone who participated before gathering the interview. The interview of the questions asks by the researcher.

3.8 Data Collection

The Preychhor lower secondary school Director's formal approval was required in the first place and given in order to certify the study's participant count. With the request paper in hand, we met with the Preychhor lower secondary school director, who assisted us by making arrangements. Fifty people were chosen to receive invitations to participate in the study based on their interest, willingness, and availability. We also thoroughly inform them of the study's purpose, its anonymity, and the security of their data. Each participant received additional information, including the fact that they would be the subject of a one-on-one phone interview for analysis and that only the student researchers and their supervisor would have access to the interview script and audio. The information they provided would be a great resource for other EFL instructors and students who are interested in this topic. Each participant was asked 5 questions during 8 to 10 minutes interview. The responses from the participants were coded, categorized, and arranged in accordance with a theme. This information may also be an indication of the difficulty with English speaking at the lower secondary school level. Thematic data analysis was employed to assess and comprehend the interview transcripts and offer responses to each research questions.

In addition, the students were informed that they could withdraw from the study at any moment if they felt that it violated their right to privacy. This allowed them to stop participating without disclosing any information. After analyzing qualitative data and identifying the main issues, the authors met with the principal of the school.

3.9 Data Analysis

Researchers can use content analysis to quantify and examine the occurrence, significance, and connections between particular words, themes, or concepts. It is possible to infer information about the texts' meanings, the author(s), the audience, and even the culture and historical context of the work by (Graneheim & Lundan, 2004).

The information was gathered, looked over, and then organized into themes after the interview was over. Fifty target participants who consented to a phone interview with the researcher provided the data. Additionally, the researcher evaluated the qualitative information that participants provided and used thematic data analysis to comprehend the findings. Thematic data analysis, which was used to evaluate and interpret the interview transcripts in order to reply to Research Questions 1,2 and 3, was used to study the challenges that students face when speaking English at the Secondary School level and the difficulties in learning English Speaking that hinder them from doing so. It was necessary to organize, classify code, transcribe, and evaluate participant ideas in order to find the answers to the research questions. Data interpretation was done when the participant interviews were completed. Following the conclusion of the interview, information was gathered, examined, and then organized into topics. Data were gathered from Fifty target student participants who agreed to have phone interviews with the researcher. Additionally, the researcher employed thematic data analysis to analyze the qualitative data that was provided by the participants. Thematic data analysis was used to analyze and interpret the interview transcripts to answer research questions in relation to the difficulties learning in English speaking at Secondary School level and the difficult that bar students in speaking English. The answers and ideas of participants were grouped, categorized, classified, transcribed and interpreted in order to find the answers to the Research Questions. Data interpretation was done after finishing conducting interview with participants.

3.10 Ethical Considerations

The names of the participants were omitted from the interview out of respect for their privacy. It was emphasized to the participants that they were free to withdraw from the study at any time if they chose not to participate. The participants were also made aware that their

information would only be utilized for the study and would be kept completely confidential by the researchers in order to maintain their high level of anonymity.

The four norms of ethics, which are: (1) preventing harm to participants, (2) ensuring that participants' consent is given, (3) protecting participant privacy, and (4) averting disappointment, were applied to the ethical issues in this study (Goldblatt et al., 2011).

CHAPTER FOUR: FINDINGS

4.1 Difficulties in Learning Speaking English

Table 4.1.A. Difficulty which are encountered by lower secondary school students.

Students' difficulties	Participants									
	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Lack of vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Poor grammar	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pronunciation	✓	✓	✓	✓		✓	✓	✓		✓
Mother tongue use		✓					✓		✓	
Lack of confident	✓		✓			✓		✓	✓	✓
Anxiety					✓	✓				
Shyness			✓	✓				✓	✓	✓
Fluency	✓				✓					
Fear of making mistake		✓		✓		✓		✓		
Afraid of classroom judgment				✓						
Teachers' teaching methodology										
Environment	✓	✓	✓	✓	✓					✓

As displayed in table 4.2.A. participants revealed various types of difficulties which they encountered in their speaking English. Those difficulties are lack of vocabulary, poor grammar, pronunciation, mother tongue, lack of confident, anxiety, shyness, fluency, fear of making mistake, afraid of classroom judgment, teachers' teaching methodology and their environment.

As P1 revealed the difficulties in her learning speaking English such as lack of vocabulary, poor grammar, pronunciation, fluency and her environment.

P1 stated:

“...The difficulty when I speak is that...I don't know err to speak in English...It is because of my vocabulary knowledge ... err when I want to speak but I don't know those words in English. and... somehow, I hard to pronouns some words and repeat to the teacher... one more is about Orr Emm I rarely practice my pronunciation, twist the tough..., yes for grammar I don't have time to learn and I cannot remember all the forms ... I afraid of making mistake in speaking about the grammar...Sometimes...I am not confident, Emm and sometimes I want to practice my speaking but, in my environment, do not have people who talk with me ...so my speaking does not fluency, I am afraid of making mistake when I talk to strangers.”

Based on the views of P1, she illustrated the difficulties that he experienced when she speaks such as lack of vocabulary, poor grammar, pronunciation, and lack of confident. Because of lacking practice, she also had problem with pronunciation and fluency. Sometimes, she felt less confident as well.

Regarding to the idea of P1, she showed the difficulties when she learning to speaks English such as lack of vocabulary, fluency, grammar, pronunciation, and lack of confident.

P2 pinpointed that:

“Oh! Thank you, ...the difficulties when I speak English are a lot...I cannot remember the vocabulary and when the teacher teaches me and ... I rarely to read the book and search more vocabulary. I hard to pronouns the words and when I speak it, I feel like I pronouns the wrong sound...and for my tongue is have problem when I pronoun some words... Emm for my study have a lot of subjects so I do not have time to learn... for grammar I know very little and I hard to use it when I speak... I rarely practice in speaking English because in my class no one speak English and I also fear of making mistake too...”

As P2 mentioned, she illustrated that she cannot remember the vocabulary. In addition, she also faced the problem with pronunciation and mother-tongue use because when she speaks his tongue doesn't reflect enough to produce those sounds correctly and she has poor grammar which cause her to fear of making mistake when she speaks.

Another point view by P3, she highlighted the difficulties that she faced when he speaks English such as lack of vocabulary, grammar, pronunciation, mother-tongue and fear of making mistake.

P3 revealed:

“Emm..., my speaking is not good because of er...I have some difficulties while I speak...such as I don't know a lots of vocabulary, not clear and understandable about grammar and also about pronunciation..., and sometimes when I talk, I feel very shy and I don't have enough confident to talk among people, mm but when I feel ready to talk, less people who speak English with me..., that all. Furthermore, I do not read the books also and when I don't have smart phone to search more about what I want to know to improve my speaking...er one more... in classroom no one speak English even teacher, they mostly communication in Khmer, so I hardly to practice.”

Due to the respond of P3, she illustrated the origins that she thinks the factors causing her speaking is not smooth are lacking of speaking practice in the speared time, less reading, grammar, pronunciation, shyness, and her environment doesn't speak English.

Another participant, P4 also revealed her causes that create the difficulties in her English learning speaking skill like vocabulary, lacking of practice inside and outside the class, grammar, pronunciation, lack of confident, fear of making mistake and classroom judgement.

P4 claimed that

“.... thank for the question, er... I hardly remember the vocabularies, I rarely speak because when English class most student and teacher do not speak, they mostly speak Khmer...one more is grammar, pronunciation is also one problem, mm I do not have enough confident to talk then I really fear of making mistake and my classmate judgement.”

As reported by P4, it showed that one of the roots of her obstacles in English speaking is just because she frequently does not try to practice and upgrade her speaking skill, she has poor grammar, pronunciation, not confident among people and she afraid of mistake and her classmate decision.

P5 mentioned five worries of his speaking difficulties including lacking of practice, lack of vocabulary, grammar, absence of self-confident and un support environment.

P5 highlighted that

“...I don’t practice my speaking a lot...err I never talk to foreigner, I lack of vocabulary, at what time I want to say I do not know what is it in English... er in the class I just learn the words in the book do not have new vocabulary that use daily life, hikhik... sometime I speak with the wrong grammar... and I nervous so my speaking not fluency and... lack of confident too...”

Based on his answer he thinks that the factors that prevents his to be a good speaker are from he does not practice to speak English frequently, he did not learn various vocabulary in class, does not English speakers, know less grammar, and not as much of confident.

As P6 revealed the difficulties in her speaking English such as lack of vocabulary, poor grammar, fear of making mistake, pronunciation, environment.

P6 starts that

“...The difficulty when I speak is that....I can understand what someone speaks but I’m hard to replyerr because of my pronunciation....sometime I want to speak English but err I don’t know meaning in Khmer....err often I’m afraid of speak in Englishand I’m hard to put the words in order to make sentences....err I’m not confident....sometime ...I can’t find friends who can speak English with me ...and teacher speaks a little English in classroom....”

Based on the view of P6, she illustrated the difficulties that she experienced when she speaks such as vocabulary, grammar, fear of making mistake. Because of lacking of practice, she also had problem with pronunciation. Sometimes she felt less confident and shy as well.

c, she showed the difficulties when she speaks English such as vocabulary, grammar, pronunciation, fear of making mistake and shy.

P7 pinpointed that

“.... oh, the difficulties when I speak English ...err...My speaking is not good because I always miss pronunciation of the difficult words or words that I have met before.... orr I don’t know a lot about vocabulary ...sometimes... I’m hard to remember about the structures’ grammar

so I often speak with wrong grammar ...err I'm afraid of making mistake ...don't have confident classmate judgment ...classmate just laugh at me..."

As P7 mentioned, she illustrated that she faced the problem with pronunciation and mother tongue use because when she speaks her tongue doesn't reflect enough to produce those sound correctly. In addition, she is lack of vocabulary, grammar, fear of making mistake and classmate judgment also happened to her when she makes mistake during, she speaks English.

Similarly, P8 started some obstacles in her speak English Which include vocabulary, grammar, pronunciation, fear of making mistake and shy.

P8 illustrated that

"...yes, when I speak English the difficulties thaterr is vocabulary ...I'm not good at vocabulary because some words have a lot of meaning, so I'm hard to remember...Emm I'm afraid of making mistake in speaking about grammar. I often speak wrong grammar.... It's very hard because I need to translate from Khmer into English first in my mind before I speak out..... sometime I'm embarrassing, I'm shy...err...I speak with wrong pronunciation because pronunciation is so difficult for me..."

As P8 mentioned, she showed that she has problem with pronunciation, grammar and vocabulary. Moreover, she is fear of making mistake, lack of confident, a bit nervous when she speaks and makes a lot of mistakes, and shy as well.

similar to P8, P9 also expressed the difficulties that he experienced when he speaks English such as grammar, vocabulary, lack of confident and shyness.

P9 stated

".... uh! My difficulties of my speaking, uh when I make the conversation with someone, I don't understand very well when they speak problem I face is my vocabulary and forget the vocabulary in grammar and mother tongue use...sometime...I have no braveness, err when I speak to another one, I felt like I'm shy..."

Based on the views of P9, he showed that his difficulties in English speaking are grammar because of lacking of practice, he also had problem with vocabulary and mother-tongue us. Furthermore, luck of confident and shyness are also the big deal for him.

As P10 revealed the difficulties in her speaking English such as vocabulary, grammar, pronunciation, lack of confidence, shy and environment.

P10 pinpointed that

“My difficulties ...sometime it’s easy sometime it’s hard ...the first I think I am wrong grammar because is so difficult for me ...err. And one more thing I don’t know the meaning words ...uh one more thing is, maybe pronunciation, I always miss the pronunciation of the difficult words.... sometime ...I don’t have confidence, feel like a little bit nervous and always shy when speak with another one ...err and I can’t find friends who can speak English with me...”

According to P10’s answer, she showed that she has problem with vocabulary, grammar and pronunciation. Moreover, she’s lack of confidence and shy as well. One more thing is her environment at her school.

4.2 Solutions

As P1 discovered the solutions to her matter like she tries to search, read, write and more practice.

P1 detailed:

“...I need to put more effort into my studies, especially my reading and writing, to expand more ideas to develop my speaking talents, test new terms daily, and attempt to talk as much as I can both inside and outside of the classroom.”

Based on the views of P1, she provided some answer to crack her difficulties such as she improves speaking by read any books and notice new vocabulary, train to speak much as possible.

P2 pinpointed that:

“Hmm...I need to pay attention in class, pick up new language, and concentrate. Maybe try reading and practicing at home...then I hope the teacher will teach me more about speaking and encourage everyone to speak English in class....”

According to P2’s answer, she demonstrated some keys to solve her struggle including expand reading, listening and training to speak.

As P3 exposed the appropriate solutions to solve in her difficulties learning speaking English such as try hard to research more vocabulary, dare to ask the teachers and improve listening via search on internet.

P3 stated that:

“I requirement work hard to uncover my areas of weakness in order to address these problems. For example, when I have difficulty speaking, I bravely approach the teacher, pay attention, and look for recordings of native speakers speaking online in order to build my listening and speaking skills. I wish the teacher would allow students to speak English in class and discourage Khmer conversation during English class so that all students and I could improve our communication skills.”

Due to the respond of P3, she shown the appropriates solution that she thinks can solve her problem is try to exploration more much as possible even on the internet or ask to the teachers to improve her weakness in speaking and suggest to the teacher should provide the role and encourage the students to speak and practice in the class to improve students' speaking skill.

Another participant, P4 also revealed her solutions to her problems is similar to P3 also.

P4 mentioned that:

““Emm, the answers to all my difficulties are Emm, I attempt to improve what I lack, acquire and retain terminology every day, practice more grammatical exercises, and... I will work hard to speak and present in front of my classmates more often than previously to demonstrate my confidence and, er, bravery. Yes, I also suggest to the teacher that we have certain materials available while instructing and studying so that we can provide kids the proper native pronunciation and... create more speaking exercises in class.”

As reported by P4, it presented that the suitable solutions to her problematic such as, one should strive to learn as much as they can about them, including on the internet, or ask their teachers to help them with their speaking weaknesses. They should also advise that the teacher give the students speaking roles and encourage them to practice speaking in class.

P5 declared some answer of his explanations to crack his awkward is parallel to P3 and P4.

P6 stated that:

“...Err in order to solve the problem I want to my teacher speaks English more than he can....err...also my friends I have to study hard, try to speak English every day ,reading book as well to my pronunciation better ...practice a lot at home...watch video or movie with that use English language on YouTube...”

As P6 mentioned, she need motivation and helping from her teacher and friends for improving her speaking, especially herself. Moreover, Practice and try to speak are the best way. One more thing, watching film or listening to music are important for improving her speaking.

P7 pinpointed that:

“My solution is reading book everyday .it makes me see a lot of new vocabulary ...practice with ourself...try to remember form or spelling role of grammar Emm one more thing don't afraid and care about what our speaking right or wrong grammar...”

According to P7's explanation for her speaking is read book, learn new vocabulary, practice, and feel confident when speak with another one.

P8 stated that:

“.....uh solution to improve my speaking is we need to ask our teacher what we don't know or how to speak English very well...err practice at home...and study by ourself on the internet we have to listen video in English language a lot and try to repeat after them....”

Based on of solutions of P8, she answers that her solutions are asking and speaking with teacher or friends, practice, study of autonomy and listen video and repeat after them.

P9 pinpointed that:

“.... ".... umm, to improve my speaking abilities, umm...Try to recall the grammar's form and spelling rules, and make a note of them. Daily, er, practice it Don't be afraid to use a phone or a dictionary to learn new words. ...”

As P9 mentioned, she solves with her difficulties of her speaking have trying to remember of grammar, practice and learning vocabulary. Moreover, confident with her speaking and don't shy.

P10 stated that:

“...err for me I’m poor of grammar so I need to clear with it such as review the problem that we don’t understand or clear.... try to remember new vocabulary or vocabulary that we studied.... practice at home or school every day with ourself or friends...write note the important sentence review it every morning ...err in order to solve the shyness we have to reduce it and we must be brave and feel confident, think that we can do it ...”

According to P10’s solution of her speaking, she answers that are try to review the lesson, try to practice and remember, and feel confident when speak with another one.

In short, most all of the participants seemed to have similar perception toward the causes that make the difficulties for their learning speaking performance. Those similar roots that were mentioned are lacking of vocabulary (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10), grammar(P1 to P10), pronunciation (P1, P2, mother tongue use (P1, P3,P6, P7, P8, P9, P10), lack of confident(P3, P4,P6,P7,P8, P10), practice (P1, P2, P3, P4, P5, P7, P8), anxiety (P5, P6), shyness (P3, P4, P8, P9, P10), fluency(P1,P5), fear of making mistake (P2, P4, P6, P7), classroom judgement (P4), unsupported environment (P1, P2, P3, P4, P5), low of participation (P1, P3, P8) and low of reading (P3, P5).

CHAPTER FIVE: DISCUSSION

This chapter discusses the results of the study with reference to some of the related literature. It examines in more detail the general student's perspective toward English Speaking skill and the barriers pertaining when they perform their speaking. This chapter also manifests the highest to the lowest among the obstacles that students encountered while they are speaking.

5.1. The Difficulties Pertaining in English Speaking at Secondary School Level

The results show that there are a lot of difficulties pertaining in students English Speaking at secondary school level. Vocabulary, grammar, pronunciation, mother-tongue use, lack of confidence, anxiety, shyness, fluency, fear of making mistake, environment, and classroom judgment is among the difficulties they mentioned. Most of participants always face these kinds of the above difficulties when they speak English. Vocabulary is one of the main problems for them. They have a little vocabulary that's why speaking can be challenging for them. It is similar to Sheila Yolanda Pradya AFisa (2014-2015), Vocabulary has become a crucial component of language learning, and it can be used to assess whether or not a student can speak effectively, according. Moreover, the student's low vocabulary mastery resulted from their limited knowledge of meaning vocabulary had led them difficulties in understanding the conversation. On more thing, Pronunciation, the students had difficulties in pronouncing certain words because, English words are different between pronunciation and writing. Another obstacle that they find it difficult to be mastered at speaking is grammar. This result is similar to ISMI AZIZAH (2015-2016), without understanding the grammatical structures and rules, it is impossible for someone to converse in English as a foreign language. The students were still struggling with words. Then, there were also some typos in their writing. Moreover, they also revealed that I couldn't speak well because of shyness. According to Mohamed Dalem (2017), shyness, anxiety and lack of confident are the students' worst phobia. It causes them to lose their train of thought or forget what they were going to say. It is a component of English-speaking ability. In addition, our participants claimed that afraid of making mistake is also one of the difficulties which hinder them from speaking. When they find it difficult to convey their ideas in English, they prefer to avoid using the language and instead express themselves in their own tongue. It's similar to Ahmed Maher Mahmoud Al

Nakhalah (2014-2015), further states that learners' hesitation to speak in English is largely due to their fear of making a mistake.

This research discussion aims to explore the common challenges faced by students in learning speaking skills and proposes potential solutions to address these difficulties. The study encompasses various factors that contribute to students' struggles, including language barriers, lack of confidence, limited exposure, and ineffective teaching methodologies. Additionally, this research suggests several strategies and interventions, such as incorporating interactive activities, providing authentic language experiences, utilizing technology, and enhancing learner autonomy, to promote effective speaking skill development.

Speaking skills play a pivotal role in second language acquisition, enabling effective communication and interaction. However, many students encounter obstacles while attempting to acquire and refine their speaking abilities. Identifying these difficulties and implementing appropriate solutions can significantly enhance students' speaking proficiency.

Language Barriers:

One prominent challenge faced by students is the language barrier, especially in the case of learners studying a second or foreign language. Pronunciation, vocabulary, grammar, and syntax differences can impede effective communication. Additionally, fear of making mistakes often inhibits learners from practicing their speaking skills.

Potential Solutions:

a. **Phonetics and Pronunciation:** Incorporating phonetic exercises and pronunciation drills can help students overcome pronunciation barriers and develop clarity in speech.

b. **Vocabulary Expansion:** Encouraging vocabulary expansion through contextual learning, word associations, and mnemonic techniques can enhance learners' ability to express themselves accurately.

c. **Error Correction:** Creating a supportive environment where errors are viewed as learning opportunities rather than failures can foster confidence and encourage students to actively engage in speaking activities.

Lack of Confidence:

Many students struggle with self-confidence when it comes to speaking in a foreign language. Fear of being judged or ridiculed by peers and teachers can hinder their willingness to participate in speaking activities.

Potential Solutions:

a. Gradual Exposure: Providing students with gradual exposure to speaking tasks, starting with low-pressure activities and gradually progressing to more complex tasks, can help build their confidence.

b. Positive Reinforcement: Offering constructive feedback and positive reinforcement for students' efforts can boost their confidence and motivate them to continue practicing their speaking skills.

c. Role-playing and Simulation: Engaging students in role-playing and simulated real-life conversations can create a safe environment for practicing and building confidence.

Limited Exposure to Authentic Language:

Insufficient exposure to authentic language situations is another significant challenge. Students often struggle to apply their learned skills to real-life communication due to limited opportunities to interact with native speakers or experience genuine language contexts.

Potential Solutions:

a. Language Exchange Programs: Encouraging participation in language exchange programs or conversation partners with native speakers can provide valuable exposure to authentic language and cultural contexts.

b. Virtual Language Communities: Utilizing online platforms or virtual language communities can offer students opportunities to engage in conversations with native speakers and practice their speaking skills remotely.

c. Real-World Tasks: Designing speaking activities that mirror real-world tasks, such as ordering food in a restaurant or making travel arrangements, can help students develop practical speaking skills.

Ineffective Teaching Methodologies:

Inadequate teaching methodologies can also contribute to students' learning difficulties in speaking skills. Traditional lecture-based approaches, limited student participation, and lack of interactive activities may hinder students' progress.

Potential Solutions:

a. Communicative Language Teaching (CLT): Implementing CLT principles, which emphasize meaningful communication and interactive activities, can foster an environment conducive to developing speaking skills.

b. Task-Based Learning: Task-based learning is an educational approach that centers around the completion of meaningful tasks as the primary focus of instruction. It emphasizes the practical application of knowledge and skills in real-life situations, fostering active engagement and critical thinking among learners. In task-based learning, students are presented with authentic tasks that reflect real-world challenges, such as problem-solving exercises, role-playing scenarios, or project-based assignments. By immersing themselves in these tasks, students actively communicate, collaborate, and apply their knowledge to achieve specific objectives. This approach promotes learner autonomy, as students are encouraged to take ownership of their learning process and develop their problem-solving abilities. Task-based learning offers a dynamic and interactive learning environment, enabling students to acquire both language proficiency and transferable skills that are essential in their personal and professional lives.

CHAPTER SIX: CONCLUSION AND RECOMMENDATION

Based on the results of the data analysis, discussions, and conclusions above, the researcher would like to suggest some suggestions which were hopefully beneficial for English teachers, students, and future researchers.

6.1 Conclusion

This report is aimed to explore the frequently encountered problems that happened during the students learning speaking performances, which were encountered by lower secondary students themselves. After chapter IV's analysis of the exploration data is completed, it can be concluded that there are many difficulties that happening when students learning to speak in English, such as lack of vocabulary, poor grammar, pronunciation, mother-tongue use, lack of confidence, anxiety, shyness, fluency, fear of making mistakes, fluency, classmate judgment, teachers' teaching methodology, and un support environment. These are general difficulties that students encounter with their learning English speaking. Furthermore, the research revealed the most obstacles that students consider as the frequent problem such as vocabulary, pronunciation, grammar, lack of confidence, shyness, fear of making mistakes, and environment. Finally, this study also indicated the causes behind those difficulties as well. After collecting, describing, and analyzing the data from our participants, we finally found that lacking of practice, low participation, little reading books, unsupported environment, poor grammar, pronunciation, mother-tongue use, lack of confidence, anxiety, shyness, fluency, fear of making mistakes, fluency, classmate judgment, teachers' teaching methodology, unsupported environment and lack of material to do any research that make many struggles in their learning English speaking. When all is said and done, it is recommended that research into students' difficulties to learn English speaking in lower secondary level context should be able to dig out all the students' obstacles in their learning speaking performance in order to assist and alert lower secondary school students to be more careful and find the ways to adjust every single one of those problems in order to improve the students' desirability as good English speakers.

6.2 Recommendation

6.2.1 English Teachers

As a person who has big role in teaching and learning process, teachers must be selective and innovative in using approaches. To make the students more interest with English speaking course the teacher should have good ways in teaching process so that, the students do not feel bored. The teacher should be able to recognize students' problem and be able to find out factor which was obstructing their English in speaking performance in order to produce construct a positive atmosphere. Moreover, the teacher should help them to overcome with those factor problems and boost students' confidence by providing them a motivation and more time prepare all needs to perform in front of class. In addition, in giving a comment, the teacher should be able to discover the right time and the right way to correct students' error in their speaking as well.

6.2.2 English Students

English speaking is boring subject when we do not have good motivation to learn about it. This because of English is not our language it's foreign language for us. Therefore, the students should be aware and be able to find out what causes their difficulties in learning speaking English, either it came from internal or external factors to minimize the effects of those worries. Furthermore, students should try to overcome and to develop their ability in speaking English. In addition, the students must do more practice to speak in English, learn new vocabulary and much use them as much as possible, practice to pronounce English words correctly, be more confident, do not fear of making mistakes, and have to express their idea in speaking English. They also have to study about grammar in order to know the English structure and grammatical sentences therefore they can speak correctly and fluency.

6.2.3 Future Researchers

Based on the results, for the future research, the researcher suggested to conduct this research in other field or levels of school or university, in order to know the other difficulties that faced by the students in their English speaking. In most of the studies, data collected by semi-structure were taken as a qualitative approach. It is therefore suggested that in future research a quantitative research approach should be used. This can be achieved by conducting a survey in a large of participants in order to gain a larger body to explore the factors and reasons that contribute to the difficulties of student's future studies speaking English. Most importantly, since this finding was entirely focused on students' difficulties, so we hope that fellow researchers will be able to use this research as a key and light to find the solutions coping with these problems as well.

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APPENDICES

Appendix 1: Interview Questions

1. How many years have you been learning English?
2. How interested are you in learning to speak English?
3. How often do you speak English?
4. What is your perspective toward speaking English?
5. What are some of the challenges you face when speaking English?
6. What do you think of your ability to speak English?
7. Can you describe the difficulties you encountered as you learned to speak?
8. What do you think about the teacher's teaching of English?
9. Do you have any solutions to the problems you have raised?
10. As a teacher, do you have any suggestions to help students strengthen speaking ability?

Appendix 2: Letter of Permission


ព្រះរាជាណាចក្រកម្ពុជា
KINGDOM OF CAMBODIA
ជាតិ សាសនា ព្រះមហាក្សត្រ
NATION RELIGION KING

សាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ
NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

លេខ.....១៣៦.....សជជក

ថ្ងៃពុធ ១៤កើត ខែពិសាខ ឆ្នាំថោះ បញ្ចស័ក ព.ស ២៥៦៦
កំចាយមារ ថ្ងៃទី៣ ខែឧសភា ឆ្នាំ២០២៣

សាកលវិទ្យាធិការសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ
សូមគោរពជូន
លោកនាយកអនុវិទ្យាល័យព្រៃឈរ

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **សេង ស្រីវិត** និង **ច័ន្ទ យុត្តិ** ជានិស្សិតឆ្នាំទី៤ ជំនាញ **ភាសាអង់គ្លេស** បានចុះសរសេរបាយការណ៍បញ្ចប់ការសិក្សានៅ អនុវិទ្យាល័យ ព្រៃឈរ ចាប់ពីថ្ងៃទី២២ ខែឧសភា ឆ្នាំ២០២៣ ដល់ថ្ងៃទី៧ ខែកក្កដា ឆ្នាំ២០២៣។

សេចក្តីដូចបានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូនលោកនាយកមេត្តាជ្រាបថា៖ និស្សិតដូច មានឈ្មោះខាងលើ បានសិក្សាចប់ផ្នែកទ្រឹស្តីលើកម្មវិធីសិក្សា របស់មហាវិទ្យាល័យសិល្បៈ មនុស្សសាស្ត្រ និងភាសា នៃសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ប្រកបដោយជោគជ័យ។ ប៉ុន្តែកម្មវិធីសិក្សាតម្រូវឱ្យ និស្សិតទាំងពីររូបនេះធ្វើកម្មសិក្សាប្រតិបត្តិដើម្បីសិក្សាស្រាវជ្រាវ និងសរសេរបាយការណ៍លើប្រធានបទស្តី អំពី **STUDENT'S DEFFICULTIES IN LEARNING ENGLISH SPEAKING SKILLS** សម្រាប់បញ្ចប់ការសិក្សាកម្រិតបរិញ្ញាបត្រជំនាញ **ភាសាអង់គ្លេស**។

ខ្ញុំសូមបញ្ជាក់ថានិស្សិតដូចមានឈ្មោះខាងលើមាន ៖

- អត្តចារិក : ល្អ
- ការគោរពវិន័យរៀនសូត្រ : ល្អ
- កិរិយាមាយាទ : ល្អ
- ការសិក្សា : ល្អ

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលឱ្យនិស្សិតទាំងពីររូបនេះបាន ចុះធ្វើកម្មសិក្សាប្រតិបត្តិ និងសរសេរបាយការណ៍ តាមសំណើសុំខាងលើដោយក្តីអនុគ្រោះ ។

សូមលោកនាយកមេត្តាទទួលនូវការគោរពរាប់អានដ៏ខ្ពង់ខ្ពស់អំពីខ្ញុំ ។

បានចេញ នៅ ភ្នំពេញ

លីម. គុសល


សាកលវិទ្យាធិការ
បណ្ឌិត ស៊ីត ខន

Appendix 3: Students' Biographies

You Y Vong is a teacher at primary school and at private school, Kompong Cham province, Cambodia. She graduates baccalaureate examination in 2019. She has taught at primary level for two years, and at Brilliant International school for two years as well.

Sreyvith Seng is a teacher at primary school, Kampong Cham province, Cambodia. She graduates baccalaureate examination in 2019. She has taught primary level for two years.