



## **The Effect of Using Speech Delivery Technique to Enhance Saudi Junior Students' Speaking Skill**

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### **Abstract**

This research aimed to investigate the effect of using delivering speeches technique to enhance speaking skill of Saudi junior students. The participants in this study were joiner Saudi female students at YUC college. The participants were 15 students and their ages were between 20-25 years old. Their English proficiency was intermediate level. It was a quantitative study. A close-ended questionnaire was used to collect data. The result of the collected data showed that the participants found delivering speech helpful for improving their speaking skill.

**Keywords:** Speech Delivery Technique, Speaking, Saudi Junior Students

### **INTRODUCTION**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Also, it is the produce of utterances or articulate sounds with the ordinary voice. One of the effective ways to improve this skill is speech delivery which is the presentation of the speech you have outlined and practiced. Saudi students face many difficulties in normal speaking and public speaking as well, they are unable to speak properly because of lack of practicing and shyness, so speech delivery strategy can help students to improve their speaking skills. This study investigated students' attitudes toward delivering speeches for developing speaking skills.

- What is the students' attitude toward using speech delivery strategy for developing public speaking skills?

### **LITERATURE REVIEW**

The first study was conducted by Thanyalak Oradee (2012) to investigate the influence of communicative activities on learning English speaking skills at a secondary school in Udon Thani, Thailand. The participants of the study were 49 students classified by high, medium, and low according to their abilities of English speaking proficiency level. The design of the research was mixed methods design. The quantitative data came from the speaking test and the students' attitude towards learning English speaking. The qualitative data were drawn from a Learning Log, a semi-structured interview and a

Teacher Journal. Also, attitude questionnaire was employed. Data was collected and the study done in the authentic classroom. A test of English-speaking ability was employed as a pretest. Eight lesson plans with the three different communicative activities were used in a language classroom with 49 students. Finally, students' English-speaking abilities after using the three communicative activities were significantly higher than before. The students' attitude towards teaching English speaking skills using the three communicative activities was positive.

Another study was conducted by Dueñas (2015) to focus on developing speaking skills through the implementation of speaking-oriented workshops. The project was carried out with a group of fourth graders in a Colombian public school in Tunja, Boyacá.

The participants' classes from kindergarten to fifth grade. There was also a small number of students who hail from other towns in other Colombian states. So, the students have different social backgrounds and needs, they were 31 fourth graders, including 14 girls and 17 boys whose ages ranged from 8 to 10 years old. The type of research applied in this project was qualitative. The instruments that were used for gathering information were field diary and the data was collected during a two-month period of two hours per week. Using the implementation of speaking-oriented workshops has improved students' speaking skills, because students could recognize and contextualize the foreign language. So, students showed positive attitude towards using implementation of speaking-oriented workshops to improve speaking skills.

There are some differences between the previous studies and the present study. The main difference is the technique; the first previous study's technique was communicative activities and the other study's technique was the implementation of speaking-oriented workshops but the technique in this study was speech delivery. In addition, the participants of the first previous study were 49 secondary school students and in the second study they were 31 fourth grade students, while current participants are 15 college students. Also, the type of the research is different, in the first previous research the type was mixed methods; quantitative and qualitative and the type of the second study was qualitative, however; the type of this study is quantitative. Lastly, the first previous study was conducted in Udon Thani, Thailand but the second study was conducted in Tunja, Boyacá. However, this study will be conducted in Yanbu, Saudi Arabia.

## **METHOD**

### **Participants**

According to the participants of the Research were 15 female students from Yanbu University College, Yanbu Al-Sinaiyah. They were from junior level and aged between 20 to 25. In addition, all participants were native Arabs.

### **Questionnaires**

The researcher designed a questionnaire which contained 6 statements to know students' attitude about using speech delivery strategy for improving speaking skills in general.

## Data Collection Procedure

Participants were informed about the strategy. Then, the researcher made them apply the strategy for a week. After that they were given a questionnaire to know their opinions and were evaluated quantitatively.

## RESULTS AND DISCUSSION

### Questionnaire

The researcher designed a questionnaire, which contained 6 statements to know students' attitude about using speech delivery strategy for improving speaking skills.

**Table 1.** Response frequencies for questionnaire items

Statements	SA	A	N	D	SD	Mean response
1-Practicing speaking by delivering speeches helps me to improve my pronunciation, accent, rhythm and intonation.	10	3	2	0	0	4.5
2-Delivering speeches helps me improve my non-verbal communication.	6	5	4	0	0	4.1
3- By practicing speaking over and over again and delivering speeches I built my confidence level and overcame the feeling of shyness.	12	1	2	0	0	4.6
4- Speech delivery helps me to become an active and confident speaker.	9	5	1	0	0	4.5
5- I think practicing speaking by delivering speeches is an effective way to improve my speaking and communication skills.	9	4	2	0	0	4.4
6- By practicing speaking and delivering speeches with the time I became active speaker and I like to speak.	10	2	2	1	0	4.4

The table 1 demonstrated students' attitudes towards using speech delivery strategy to improve speaking skills. First the main responses to statements 1 and 2 indicated that the majority of participants saw an improvement in their pronunciation, accent, rhythm, intonation and non-verbal communication. This may be because participants were practicing on many things not only speaking and that was effective. Moreover, responses to statements 3 and 4 respectively showed improvements in their confidence level and overcoming fear and shyness. Also, responses to statement 5 indicated that the majority of the participants enjoy this technique and see it helpful way to improve their speaking and communication skills. In statement 6 participants reported that with practicing and delivering speeches they became confident enough to speak and like speaking. Lastly, speech delivery was found as an influential way for enhancing speaking skills as the communicative activities and the implementation of speaking oriented workshops techniques that were mentioned in the previous studies. To sum up, the results have answered the research question that students showed positive attitudes toward speech delivery strategy.

## CONCLUSION

The purpose of this study was to investigate students' attitudes toward speech delivery strategy for improving speaking and public speaking skills as well. The results of the data

showed that speech delivery strategy had positive effects on students' speaking skills. Also, this strategy helped the students to realize their weaknesses, and made them active speaker.

### LIMITATIONS OF THE STUDY

In this research some limitations were faced. First, the participants were limited to junior female students but if there was a variety in the academic levels of the participants it would have significantly changed the findings. Moreover, the participants were from YUC; there are a lot of people my tried speech delivery in other university and have their own experiences and opinions that may effect on this research. Since the time that was designed for conducting this study short, the researcher did not have the time to apply the technique on the participants for long times in order to have more accurate results on the effect of the technique; so the time was a significant limitation.

### RECOMMENDATIONS

A set of recommendation is based on the results of this study. First, there should be more emphasize on speaking classes and it should be more professional. Also, teachers of English speaking classes should be native-like or at least have great articulations and great speaking skills. Second, Yanbu University College is recommended to give more attention on English language classes for the other departments expect Applied linguistic department because they do not have enough classes to practice the language especially speaking and conversation.

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