
Article

Problems in Speaking Performance of Grade 8 Jade of Tagum City National High School

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Abstract The goal of classroom English instruction is to educate students on how to use the English language effectively for communication in any scenario. It is identified by presenting various teaching tactics and speaking activities to encourage students to participate more actively in conversations. The study intended to identify the problems in the speaking performance of Grade 8 Jade in Tagum City National High School. The study was conducted using a quantitative non-experimental descriptive survey method. Results revealed that the problems in speaking performance have garnered a mean of 3.20 (moderate) as descriptive equivalent and it was found out that the prevailing speaking problem is anxiety with a mean of 3.84, interpreted as high. Thus, an intervention program is designed to address the problems in the speaking performance of the respondents. This program is divided into two: Overcoming Speaking Anxiety Seminar-Workshop and Speaking Enhancement Activities.

Keywords: anxiety; low participation; mother tongue; speaking performance

1. The Problem and Related Literature

1.1. Background of the Study

The goal of classroom English instruction is to educate learners how to practice the English linguistic effectively for message in any scenario. It is identified by presenting various teaching tactics and speaking activities to encourage students to participate more actively in conversations. Teachers of English language initiate the conversation or choose an activity that requires them to speak their ideas to the class in a variety of ways (Genelza, 2021).

Though English Language Teachers (ELTs) have tried applying strategies since then, a common difficulty to engaging the students freely in the classroom conversation using English still exists. This eventually happens because the language has not been frequently used by the students in their social context. Ur (1996) believed dialogue to be the utmost vital ability to develop and admitted the problem in her entire teaching experience.

Hemerka (2009) demonstrated that English as a Foreign Language (EFL) learners in the Czech Republic have lower speaking performance in comparison to their silent knowledge. Learners, it has been observed, are unable to express their thoughts and opinions adequately. In general, they use a more streamlined speech that does not correspond to their overall acquired level, and they frequently make mistakes; they speak slowly and infrequently. These issues limit learners' use of the language's most meaningful function – the sharing of data.

Park and Lee (2005) investigated the links among both second language learners' anxiousness, self-confidence, and speaking performance. One hundred thirty-two Korean students were enrolled in English conversation classes took part in their study. According

to the findings of their study, learners' anxiety levels were positively related to their oral performance.

English Language Teachers (ELTs) in the Philippines acknowledge the aforementioned problem. Indeed, Mukoroli (2011) conducted a study on Effective Teaching Strategies for Students Majoring, highlighting the significance of providing English Language Learners (ELLs) with extensive exposure to communicative skill inside the school in order for them to become progressively proficient in speaking English. When ELLs have a strong understanding and basis in specific language skills learned in the classroom, they will be able to use different registers as needed.

In Panabo, Region XI, Orbeta and San Jose (2013) conducted a study at the University of Mindanao, Panabo Campus on *Language Learning Anxiety and Oral Performance in English*. Results showed that most of the respondents felt shy towards their peers and their teachers which directly affect their speaking performance. Furthermore, they have found out that the insecurity the respondents feel when speaking English creates language anxiety which blocks their ability to communicate using English.

At Tagum City National High School (TCNHS), English Cooperating Teachers mentioned that students encounter difficulties in using the language proficiently in front of the class. Students tend to stutter, tremble, and make unnecessary gestures. Moreover, they often use mother-tongue and code-switch whenever they are asked to speak in front. These are driving them not to participate. In the same context, the Pre-service teachers have observed those problems.

Foreign Language Learners (ELLs) frequently struggle to effectively express themselves in a foreign language. They avoid speaking because they face psychological barriers or are unable to find suitable words and expressions. Regardless of the issue, speaking is a critical skill for a beginner to develop. Despite the difficulties mentioned in speaking English, Mazouzi (2013) stated that this is still an important skill in foreign language learning and teaching.

The researchers find the need to conduct the study since the speaking problem was found to be predominantly observed specifically in our context. This problem has to be addressed to realize the goal and importance of English Language Teaching (ELT).

1.2. Review of Related Literature

The related literature presented in this section includes articles, reviews and research findings that are related to the problem and indicators of this study. The study involves the problems that affect speaking performance.

1.3. Speaking Performance

Webster (2015) defined quality as "the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed." It also refers to a person's language abilities or ability to speak a specific language. Whether the results are desirable or not, performance is a method of having completed a stimulation.

According to Emma (2010), there are many issues that arise in speaking classroom environments, such as classmates who refuse to speak or say anything. They are embarrassed to speak in front of their peers. They are afraid to make mistakes and looking weak in front of the teacher and peers.

Lukitasari (2008) conducted a study in which he identified issues that arise in speaking classes. The study presenting symptoms students at Indonesia's Muhammadiyah in Malang. It was discovered that the educators had some speaking issues, such as language anxiety, having nothing to say, low or uneven participation, and using their native language. Furthermore, their speaking achievement was poor because they lacked mastery of the three components of speaking, namely vocabulary, syntax, and phonetics. It's become the study's bottom line of investigatory questions.

The proceeding section of this literature review will explore into the four indicators of Speaking Performance Problems. These indicators include anxiety, lack of topical knowledge, low participation, and mother-tongue use.

Anxiety. Anxiety is a broad term that refers to a state of mind that is a normal part of the human condition. Even so, anxiety, as characterized by Horwitz (1986), is characterized by feelings of suspense, wariness, anxiousness, and feel worried. It's been discovered to intrude with various stages of knowledge, but when it is affiliated with a second and foreign language, it is referred to as second/foreign language anxiety.

According to Littlewood (2007), anxiety is related to a patient's feeling of uneasiness when speaking English. When students attempt to express themselves in a foreign language in the classroom, they are frequently impeded. Students are concerned about making mistakes, are afraid of being criticized or losing face, and are often embarrassed by the attention that their speech attracts. He goes on to say that talking in a foreign language class can also cause shyness and anxiety.

According to Burns and Thornbury (2005), psychological factors such as nervousness or social awkwardness, loss of faith and inspiration, and fear of making mistakes are the most main obstacles to developing student.

In line with this, Fitriani, Apriliaswati, and Wardah (2015) discovered that even the most prevalent trouble in students' speaking performance is psychological issues related to the students' lack of self-confidence and anxiety when knowing the language. They were confronted with feelings like insecurity, shyness, unease, anxiousness, and feel worried. This highlighted the importance of anxiousness in speaking in public achievement. Whether they have a number of ideas in their heads and appear to be ready to deliver them, if they are nervous, they will not be able to deliver their ideas and opinions as flawlessly and naturally as they would like.

Similarly, Tuan and Mai (2015) claimed that students at Le Thanh Hien High School performed poorly in English. Students easily pass an exam, but they struggle to communicate in English. They were discovered to be self-conscious when speaking English in front of their classmates as well as their teacher, whom they regarded as outstanding to them in using English. As a result, they suggested that teachers be aware of this fact so that they can deal with and other variables to assist students in improving their speaking achievement.

Sato (2003) discovered in another study that students of English are not extremely qualified in actually talking because they are scared of failure. This is also shared by Ballard (2007), who observed that students fail to participate in English discussions due to vocabulary issues and a fear of making mistakes, resulting in an inability to speak English well.

Concerning the fear of making mistakes, the issue of correction and negative evaluation is intertwined. Furthermore, this is strongly influenced by the educators' worry of someone being mocked by their peers or chastised by the instructor. As a result, students frequently discontinue participation in the speaking activity (Aftat, 2008).

MacIntyre, Clément, Dörnyei, and Noels (1998) studied the impacts of educators' ego and ease on oral performance. The findings revealed that the learners' willingness to communicate was influenced in part by their self-confidence and positive apprehension about speaking. Furthermore, they concluded that bilinguals' oral performance was significantly influenced by their self-confidence and lack of restraint. They asserted that if the students were more confident, they would perform better orally, but that if they were not, the outcomes would be the opposite.

In addition to these studies, Del Villar (2010) cited factors influencing Filipino students' perceptions of verbal communication anxiety. These are the reasons given by Filipino students to explain the fears they anticipate undergoing when engaging in verbal communication. When it came to overcoming anxiety, students believed that exercise and preparedness were the most essential treatments.

With the studies and researches cited above, the genuine problem of anxiety in oral communication has been reflected in every English class. When it comes to speaking in

front of their classmates and teachers, students exhibit a variety of observable and unobservable behaviors. Educators are concerned about making mistakes, assume that their classmates are better English speakers than they are, are hesitant to participate orally, are afraid of being judged at by their peers, and shudder whenever they are asked to speak in English class.

To start encouraging students to speak in an English class, Liu (2007) suggests that the teacher create a friendly, respectful, and non-threatening learning environment. Furthermore, speaking activities will help students to know each other, which will be beneficial in training students to be supportive of one another. Eventually, in order to minimize nervousness, students' learning' confidence must be risen.

According to Abdullah and Abdul (2010), student involvement in communication methods helps to build their confidence in communicating in English. Diverse actions that encourage learners to talk help to build their self-esteem and feeling of belonging in the schoolroom.

Lack of Topical Knowledge. Topical knowledge, according to Anderson and Pearson (2010), is active, self-activating, and self-revising. Prior knowledge of the topic is important in information functioning. Schemata assist us in focusing our attention, comprehending, interpreting, remembering, making inferences, setting goals and expectations, and reasoning, all of which are necessary for speaking.

Learners frequently complain that they have nothing to say and that they lack motivation to express themselves. They have nothing to say, primarily because the instructor can choose a topic that is inappropriate for him or about which he knows very little. Many educators would struggle to react when their teachers asked them to say something in a different tongue because they might not know what to say, which vocabulary to use, or how to use the grammar correctly (Baker and Westrup, 2003).

Ling He (2010) defines topical knowledge and content knowledge as the same thing. He defined "topical knowledge" as necessary knowledge for the given writing process or prompt, whereas "content knowledge" can refer to "academic subject matter" or any topic or theme of interest to the learners. "Content knowledge" and "topical knowledge" are intertwined in the meanings of both subject matter knowledge and socio-cultural knowledge in this study, and they are used synonymously in comparison to "basic knowledge."

Furthermore, interaction issues arise when a learner encounters a word they do not understand, a form of word they do not know how to use, or is unable to express their original intent. This issue must be addressed in order to assist students in improving their school speaking skill (Hinkel, 2005).

Vidal (2011) conducted a prior interview in his research to determine those with schema on the subject from those who did not. He found out that participants with prior knowledge are better speakers of English in their classroom compared to participants without knowledge.

Topical understanding was discovered to be a fundamental schema for eliciting a speaker's or author's performance. Even if an ESL writer or speaker has a high level of English proficiency, he or she cannot perform optimally without this understanding (Ling He, 2010).

Topical knowledge was discovered to be the most important factor influencing students' speaking skill. Tuan and Mai (2015) conducted a study at Le Thanh Hien High School to identify the factors that affect students' speech achievement. As a result, 81 percent of the students selected topical understanding as the most influential factor in their speaking performance.

To sum up, students' lack of topical knowledge drives them to hesitate to speak, do not speak often because they lack vocabulary to express their ideas, find it difficult to speak because of the relevance of the topic to their context and cannot comprehend and reason well especially if the question does not stimulate their past experiences and knowledge. Anent to this, students may find speaking uninteresting. Thus, influencing their speaking performance because the higher the interest, the better is the performance.

Low Participation. According to Rivers (1963), in a large group, each student will have very little talking time because only one participant can speak at a period while the others can understand him/her. Some students have a tendency to monopolize, while others speak almost nothing or not at all.

One of the reasons why students didn't fare well in English is that they were not given enough opportunities to speak English in lectures and tutorials. They may also have a low input climate for spoken English communication outside of class. It appears to have contributed to a myriad of issues that were directly connected to the socially constructed, institutional, and interpersonal contexts in which individual ESL students found it hard to cope (Gan, 2012).

Rocca (2009) concluded in his study that large class size is a contributing factor to educators' low participation because it provides fewer participatory opportunities for students. A teacher should encourage all students to speak. Another factor is the student's personal fear of appearing inept around others, which causes them to decline participation.

Class participation has become a fastidiously essential element in the twenty-first century learner's then communication in classroom setting emphasized low participation as the result letting the student (Allred and Swenson, 2006).

Myers and Rocca (2000) noted that low participation is the result when teachers implement classroom oral recitation; learners tend to be self-justifying and observe the teacher as authoritative. Every time the students notice their teachers as vocally violent then they are going to participate less than before in a classroom discussion.

More so, students' contribution in classroom high school activities problem in low participation may predict and identify specific skills, attitudes, values and social intimacy in answering certain questions thrown by the teacher during discussion. Students enhance their unique qualities by participating in classroom discussions as well as by interacting with their peers (Abernathy and Vineyard, 2001).

Astin (2001) conducted a study to examine the impact of extracurricular activity ability to participate on high school achievement. It was discovered that participation in certain activities improves a high school student's academic achievement. Intercollegiate sports participation thus promotes student growth and community ties between many students, parents, and schools.

Needless to say, students' participation is imperative and vital in every classroom. This will show that they are interested, connected and most especially, learning actively. On the other hand, the studies and researches cited above under this indicator show that most of the second language learners are not interested to participate orally using English language, some lack chance to participate because the teacher herself did not give them opportunities to speak, others chose to not participate because they think they are not capable to speak English fluently, and several others are intimidated because they see their teacher as strict and authoritarian.

Mother-Tongue use. Mother-tongue is described as the dialect that one learned first, identifies with or is recognized as a native speaker of by others, knows what is best, and utilizes the most (UNESCO, 2010). This is virtually used by classmates in their culture when talking, and it influences the majority of their conversations in school.

Most students would find it easy to explain something to another in their first language in schools. When teachers frequently use the students' native language, or mother tongue, the students will feel more at ease participating in speaking activities. Furthermore, students' comprehension and retention are enhanced when they use their native language (Upton & Lee-Thompson 2001).

However, Atkinson (2001) warned about the dangers of using the native language excessively in the classroom. He implies that the mother tongue be used to facilitate effective conversations and as a method to encourage students to find a way to express their significance in the chosen language.

According to Khatri (2011), it is common in Nepal for teachers and students to overburden their mother tongue, most likely Nepali, in English as a foreign language (EFL)

classroom, particularly in government aided (Nepali medium) schools. As a result, the educators' exposure to English is reduced.

Quijano (2010) observed that in the Philippine islands, children's English proficiency has been hampered by a lack of exposure to English, such as through the mainstream press. Furthermore, because many educational materials in schools and libraries are written in English, there is a decline in language aptitude, ability to comprehend issues, dejection, and disillusionment.

They are more likely to use it in classrooms where everything or a majority of the students share the same mother tongue. It is both easier and abnormal to engage in conversation in a foreign language (My English Guru, 2008).

According to the findings of Oluwole's (2008) study, mother language primary influences' poor performance in English language in Junior School Certificate Examination. He indicates that teachers' English language performance is poor, and that if the unearthed variables are not addressed in a timely manner, this same standard of education will suffer significantly.

Furthermore, Atetwe (2013) found that students in Gatundu District's public day secondary schools used their mother tongue the most. Students and teachers decided to switch codes for a number of reasons. The use of mother tongue is prevalent among teenagers in Gatundu District's public day secondary schools.

As a result, mother tongue has such an impact on a student's speaking performance that the prevalent use of mother tongue has a negative impact on English achievement. The perceptions of teachers and students regarding the impact of native language on English performance are equally important. Students and teachers believe that using one's mother tongue has a negative impact on one's English performance. The overall conclusion reached by both English teachers and students was that the use of one's mother tongue has a negative impact on one's English effectiveness.

With the related reviews and studies identified by the researchers, the necessity for conducting this study is of paramount importance. Finding out if this is manifested by the respondents which is the Grade 8 – Jade students, is truly a venture the researchers are interested in. Hence, the researchers would examine further to find out if there is/are possible solution/s to the speaking performance problems of the respondents.

1.4. Theoretical Framework

The study is based on Ur's (1996) concept of Communicative Language Teaching (CLT), also recognized as the Communicative Approach, which emphasizes the importance of learning a 2nd language when communicating in it. As a result, teachers encourage students to speak in the target language in schools.

However, Ur emphasized that the use of CLT in language classes has disadvantages due to the above-mentioned issues in speaking performance – anxiety, lack of topical knowledge, low participation, and use of mother tongue. With these issues, he claims, the theory of Communicative Language Teaching will be meaningless in an English language class. As a result, these issues must be addressed thoroughly in order to achieve the primary goal of English language instruction, which is the ability to communicate in English.

In addition to Ur's point of view, Krashen's Affective Filter Hypothesis in Second Language Acquisition Theory (1985) identified affective filter as a screen influenced by emotional variables that can prevent learning. Many factors impede students' language acquisition, including anxiety, ego, motivation, and stress. As a result, students' speaking performance will suffer tremendously, as they will be unable to interact effectively in English. To combat this, the teacher must create a safe, welcoming environment in which students can learn.

Piaget's cognitive theory (1936) also underscores exposure therapy, which focuses on psychological aspects of the learning process. This assists students in confronting their fears by establishing a safe environment in which they will be exposed to the items they fear and avoid. Exposed to feared artifacts, activities, or situations in a safe setting helps

to reduce fear and avoidance. As a result, when a student's nervousness is lowered, his or her trust improves. They will then be willing to share their ideas and thoughts by speaking effectively in an English class using various communicative tasks.

1.5. Statement of the Problem

The study is to determine the problems in the speaking performance of the Grade 8 Jade at Tagum City National High School. The following questions were considered for a thorough discussion specifically,

1. What is the level of problems in the speaking performance of Grade 8 Jade at Tagum City National High School in terms of:

- 1.1 Anxiety;
- 1.2 Lack of Topical Knowledge;
- 1.3 Low Participation; and
- 1.4 Mother-Tongue use?

2. What is the dominant/prevaling problem affecting students speaking performance?

3. What is/are the possible intervention/s to address the problems in speaking performance of Grade 8 section Jade students?

2. Methods

This chapter describes the methodology used in this study. This includes, in particular, the Research Design, Research Respondents, Research Instruments, Data Gathering Procedure, and Data Analysis.

2.1. Research Design

A quantitative non-experimental design with descriptive survey method is employed in this research. This research involves gathering of data in order to answer questions pertaining to the current issue of the research problem.

2.2. Research Respondents

The respondents of the study involved 44 students of Grade 8 section Jade in Tagum City National High School. This study used purposive sampling wherein the researchers purposely chosen to study this particular group being in a special regular class. Then, the total enumeration technique was also utilized in determining the overall number of respondents as a whole.

2.3. Research Instrument

This study utilized researcher-made questionnaire. The questionnaire composed of the four indicators of the study – anxiety, lack of topical knowledge, low participation, and mother-tongue used. This researcher-made questionnaire is done through the process of validation to make the instrument reliable and ready to administer to the respondents.

The purpose of this instrument is to test the indicators of Speaking Performance Problems. The questionnaire for each indicator is composed of five items. The data gathered for each questionnaire used the range of means, descriptive equivalent and interpretation based on the University Standard of University of Southeastern Philippines, Tagum Campus.

The reactions to each item statement are interpreted in accordance with this. The range of means listed below serves as the foundation for responses in all items of each indicator. This will produce a standard index of the item statements in each survey.

Range of Means	Descriptive Equivalent	Interpretation
4.50- 5.00	Very High	This indicates that the selected statement indicators in the variable are always experienced about 9-10 out of 10 occasions.
3.50- 4.49	High	This indicates that the selected statement indicators in the variable are always experienced about 7-8 out of 10 occasions.
2.50- 3.49	Moderate	This indicates that the selected statement indicators in the variable are always experienced about 5-6 out of 10 occasions.
1.50- 2.49	Low	This indicates that the selected statement indicators in the variable are always experienced about 3-4 out of 10 occasions.
1.0- 1.49	Very Low	This indicates that the selected statement indicators in the variable are always experienced about 0-2 out of 10 occasions.

2.4. Data Gathering Procedure

In gathering data for this study, the researchers followed the following procedure:

First, the researchers sent a letter to the principal of Tagum City National High School requesting for the permission and recommendation to conduct this study to Grade 8 Jade students. With the principal's approval, the researchers handed the approved letter to the adviser. Then, the researchers also sent a letter to the adviser of section Jade and also a letter to the students to ask for apportioned time to formally start or conduct the study.

Upon approval, the researchers personally distributed and administered the questionnaires. Also, they asked for the written outputs and collected it with the guarantee of secrecy and for academic purposes only. Then, the data were collected, tallied, tabulated, and interpreted confidentially and accordingly.

2.5. Data Analysis

In the analysis of data, the following statistical tools were utilized:

Mean was used to answer the problems 1 and 2 which determined the problems in the speaking performance of Grade 8 section Jade.

3. Results and Discussion

This chapter presents the results and discussions of the gathered data. This section also answers quantitatively and analytically the posted inquiries in Chapter 1. Tables show the interpreted and discussed results of tests which identify the Problems in Speaking Performance of Grade 8-Jade in Tagum City National High School in terms of the indicators Anxiety, Lack of Topical Knowledge, Low Participation, and Mother-tongue Use which are presented in the study.

3.1. Problems in Speaking Performance of Grade 8 Jade in Tagum City National High in terms of Anxiety

Anxiety. Table 1 specifies the problems in speaking performance in terms of anxiety. Results show that the most dominant sub-indicator is *I worry about making mistakes in speaking English* with a mean of 3.93 interpreted as high. This is followed by the sub-indicators: *I keep thinking that my classmates are better English speakers than I am*; *I am not confident when I participate orally in class*; and *I am afraid that my classmates will laugh at me when I speak English* with the means of 3.89, 3.89, and 3.86 respectively which also describe as high. This indicates that students fear and anxious to use and speak English in communicating and expressing their feelings and ideas whether they thought that his/her classmates are better than him/her or they will laugh at him/her when he/she will make mistakes in talking English language in front of the class and in classroom discussions and activities.

This is backed by Krashen's (1985) theory of Second Language Acquisition (SLA) affective filter hypothesis, which states that people acquire second languages only if they receive input and their affective filters are low enough to allow the input 'in'. The affective filter hypothesis delves into factors that can act as a filter that obstructs language acquisition. Affect, according to his theory, includes motivation, attitude, anxiety, and self-confidence.

Table 1. Problems in Speaking Performance of Grade 8 Jade in Tagum City National High School in terms of Anxiety.

ANXIETY	N	Mean	Description
I worry about making mistakes in speaking English.	44	3.93	High
I keep thinking that my classmates are better English speakers than I am.	44	3.89	High
I am not confident when I participate orally in class.	44	3.89	High
I am afraid that my classmates will laugh at me when I speak English.	44	3.86	High
I tremble whenever I speak without preparation in our English class.	44	3.64	High
Overall	44	3.84	High

Legend:	
Range of Means	Descriptive Equivalent
4.50-5.00	Very High
3.50-4.49	High
2.50-3.49	Moderate
2.49-1.50	Low
1.0-1.49	Very Low

Affective factors are thought to be important in second language acquisition. Knowledge that helps may not be used by L2 learners if a "mental block" exists that prevents them from learning the language. The affective filter acts as a barrier to language acquisition when the learner is not motivated, lacks the confidence, or is concerned about failure, and it is low when the learner is not nervous or is attempting to become engaged in the language (Du, 2009).

Lastly, the sub-indicator *I tremble whenever I speak without preparation in our English class* is considered to be the least determined with a mean of 3.64. This also entails a high level of problems in speaking performance in terms of anxiety. Nevertheless, that doesn't mean to be neglected and to not put emphasis too. The result implies that students feel nervous when he is not prepared to speak English in class.

The preceding assertion is supported by Thorndike's (1898) "Connectionism Theory" under the law of readiness, which refers to a preparatory set on the part of the organism

to learn. It emphasizes that one should only speak when he is mentally and physically prepared to do so. In those other words, when a student wants to speak, a preliminary set on the part of the organism is essential.

Nonetheless, the total calculated mean is 3.84 and described as high. It is interpreted that the problems in speaking performance in terms of anxiety of Grade 8 section Jade is manifested in about 7 to 8 out of 10 occasions. This means that the respondents have high level of problems on anxiety in speaking performance.

Finally, survey participants perceive anxiety as a danger to speaking performance. All of this emphasizes the importance of teachers assisting educators in reducing those feelings in order to maximize their learning to speak in English.

Teachers' efforts should focus on order to develop students' ability to speak, as this is regarded as the most difficult challenge for all language learners (Pinter, 2006). In this regard, teachers must provide their students with a chance to express themselves by providing them with speaking activities that allow each other to speak English (Brown, 2001).

3.2. Problems in Speaking Performance of Grade 8 Jade in Tagum City National High School in terms of Lack of Topical Knowledge

Lack of Topical Knowledge. Table 2 specifies the problems in speaking performance in terms of Lack of Topical Knowledge. Specifically, this table shows the level of problems in speaking performance of grade 8 section Jade in terms of Lack of Topical Knowledge. Using the given results, it can be elucidated that among the sub-indicators that have been measured, respondents have the high problems in speaking performance in the sub-indicator *I find it difficult to speak because my teacher's chosen topic is not relevant for me* with a mean of 2.64 described as moderate. The result simply means that the topic plays an important role for the students to participate and speak English in class. Thus, teacher's chosen topic is a factor that should be relevant and can arouse the interest of the learners.

In support of the preceding statement, Baker and Westrup (2003) stated that those students have nothing to say because the teacher chose a topic that is inappropriate for them. As a result, it would be essential for learners to respond when their teachers asked them to say something in English because they are uninterested in it or do not find it pertinent and linked to their lifestyles.

Table 2. Problems in Speaking Performance of Grade 8 Jade in Tagum City National High School in terms of Lack of Topical Knowledge.

LACK OF TOPICAL KNOWLEDGE	N	Mean	Description
I hesitate to speak when I know a little about our topic.	44	2.48	Low
I do not speak often because I lack vocabulary to express my ideas to class.	44	2.32	Low
I find it difficult to speak because my teacher's chosen topic is not relevant for me.	44	2.64	Moderate
I cannot think of anything to say because I have no motivation to express myself.	44	2.43	Low
I cannot comprehend and reason well if the question does not stimulate my past experiences and knowledge.	44	2.23	Low
Overall	44	2.42	Low

Range of Means	Legend:	Descriptive Equivalent
4.50-5.00		Very High
3.50-4.49		High
2.50-3.49		Moderate
2.49-1.50		Low
1.0-1.49		Very Low

On the other hand, the above-mentioned sub-indicator is followed by the sub-indicators: I hesitate to speak when I know a little about our topic; I cannot think of anything to say because I have no motivation to express myself; and I do not speak often because I lack vocabulary to express my ideas to class with the means of 2.48, 2.43, and 2.32 respectively which described as low. The result shows that the respondents are not hesitant to speak when they know little about the topic or even, they have no motivation to express their selves.

The results of the study were supported by Peng (2016) that vocabulary knowledge or grammar knowledge and lack of motivation is not the leading factor to achieve willingness to communicate in the classroom discussion. Thus, familiar topics that are related to their daily lives stimulate higher willingness to communicate.

On the contrary, Zefeng (2007) reveals that lack of motivation and grammar knowledge were frequently cited as reasons for students' unwillingness to participate in a classroom discussion. Learners complain constantly that they are unable to explain or express themselves because they are uninterested in the subject. Most importantly, it would be difficult for the students to interact when the teachers ask people to respond in a foreign language because they might not know what to say, which words in ways to use, or how to use correct grammar.

On the other hand, the sub-indicator *I cannot comprehend and reason well if the question does not stimulate my past experiences and knowledge* is considered to be the least determined with a mean of 2.23 which is also described as low. This indicates that the respondents can comprehend and reason well even if the question posted by the teacher does not motivate his/her past experiences and knowledge.

Jobs (1996) explains that the secret to being able to speak and express their thoughts, as well as make connections so easily, is that they were able to connect their life experience and foreknowledge and synthesize new things. But they were able to do so because they had more experience with that specific subject. Even if students can understand and reason out the question, it is much better for them to have background experience and understanding of the topic in order to achieve optimal performance in a classroom setting.

However, the idea of Bialystok (1990) in Communicative Strategies under the Theory of Second Language Acquisition that learners will frequently encounter communication problems caused by a lack of linguistic resources but will use strategies (paraphrasing, coining new words, substitution, asking clarifying, and so on) to overcome those problems in order to convey their intended meaning has been turned down. Communicative strategies are important not only for interaction but also for second language acquisition. It can aid in keeping the channel of communication open, as well as encouraging hypothesis formation and automation. As a result, even if they lack motivation or previous experience, they can interact and convey themselves using their CS.

Furthermore, it was backed by Canale and Swain's (1980) approach to Communicative Competence (CC) under Strategic Competence, which emphasizes a person's ability to keep communication going when there is a breakdown of communication or to improve the effectiveness of interaction. This skill is particularly important for beginning English language learners.

To sum up, the total calculated mean of the five (5) sub-indicators in lack of topical knowledge is 2.42 which described as low. It is interpreted that the Problems in Speaking Performance in terms of lack of topical knowledge of grade 8 Jade is manifested in about 3 to 4 out of 10 occasions. This denotes that the respondents have low level of problems in speaking performance in lack of topical knowledge.

In conclusion, constructed on the outcomes of the study, the respondents find lack of topical knowledge as the least determined problem in speaking performance. Therefore, they can achieve his or her optimal performance without the knowledge of the topic.

3.3. Problems in Speaking Performance of Grade 8 Jade in Tagum City National High School in terms of Low Participation

Low Participation. The level of problems in speaking performance in terms of low participation is specified in Table 3. Using the data gathered, results show that among the five (5) sub-indicators of low participation, the sub-indicator *I do not engage in oral participation because I see my teacher as strict and authoritarian* ranks the highest with a mean of 3.80 which labelled as high. This exemplifies that the respondents do not want to join and involve in oral participation because their teacher is strict and authoritarian. Thus, they rather stay silent and remain aloof in their seats.

Weaver and Qi (2005) found that the students could feel threatened or unsatisfactory in front of their faculty members, which supports the study's findings. As a result, they choose not to take part.

Wright, Sanders, and Horn (1997) added to and supported the study's findings that the teacher is the most important factor influencing student learning. Effective teachers appear to be effective with students of all achievement levels, regardless of school homogeneity. If indeed the teacher is ineffective, educators in his or her tutelage will make insufficient academic progress, regardless of how similar or different they are in terms of academic achievement. If the teacher is stringent as well as autocratic, students will not participate in a classroom discussion but will instead listen and remain silent until the time period is over.

Table 3. Problems in Speaking Performance of Grade 8 Jade in Tagum City National High School in terms of Low Participation.

LOW PARTICIPATION	N	Mean	Description
I am not interested in participating orally using the English language.	44	3.68	High
I cannot participate in the classroom because my teacher does not give me opportunities to speak.	44	3.55	High
I choose not to participate because I am not capable of speaking English fluently.	44	3.70	High
I do not engage in oral participation because I see my teacher as strict and authoritarian.	44	3.80	High
I am discouraged to participate in front of the class because I observe that I do not belong in the group.	44	3.70	High
Overall	44	3.69	High

Legend:

Range of Means	Descriptive Equivalent
4.50-5.00	Very High
3.50-4.49	High
2.50-3.49	Moderate
2.49-1.50	Low
1.0-1.49	Very Low

Similarly, Hyde and Ruth (2002) discovered that students are likely to take part if they perceived the climate to be appreciative, and they suggested that the professor work to create this sort of atmosphere by providing positive feedback and ability to handle sensitive subjects with grace.

With that in mind, teachers should strike a balance between being strict and being kind. Classroom leaders are those who are enthusiastic and responsible enough to assist students in achieving educational achievement. Most importantly, encourage students to freely participate in class – give students free rein to respond and directly engage in the classroom. They should be assured that it is their time to speak now, and one's fear of becoming wrong must be minimized.

On the other hand, the sub-indicators I am discouraged to participate in front of the class because I observe that I do not belong in the group, I choose not to participate because I am not capable of speaking English fluently, and I am not interested in participating orally using the English language ranks 2nd, 3rd and 4th with the mean of 3.70, 3.70, and 3.68 respectively which also labelled as high. This indicates that the respondents experienced the said sub-indicators.

Crombie et al., (2003) found that a climate in which students and the instructor respect each other, take care one another, and the teacher cares about the students is conducive to class participation. A type of classroom climate in which he or she feels at easiness and a sense of belonging in the group, and which works to boost students' confidence, and comfort in participation is the key to achieving high academic results.

Tatar (2005) also emphasized that students who did not speak English as their first language were less likely to participate. Students are unwilling to participate in the discussion because they are uncomfortable and believe they are incapable of talking English fluently. As a result, the students' learning' freedom to talk in public worsens.

Lastly, the sub-indicator *I cannot participate in the classroom because my teacher does not give me opportunities to speak* is considered to be the least determined among the sub-

indicators with a mean of 3.55 which labelled also as high. This does not mean that it should be ignored and left it behind but instead give emphasis too. The result denotes that the respondents wanted to participate in the classroom but the teacher did not give an opportunity for them to speak.

Furthermore, Fassinger (2000) found that teachers should give everyone a chance to speak in lesson and should not be biased in calling a student even if the student's response is incorrect. Classes with a higher participation rate were more appreciative, collaborative, and student-centered.

Campbell (2007) agreed that teachers should not only be the ones to speak in class, but also give students the opportunity to express themselves, regardless of whether the answer is correct or incorrect. She stated that a caring environment will encourage students' engagement as well as interaction between teachers and students.

Ultimately, the total calculated mean of low participation is 3.69 which described as high. It is interpreted that the Problems in Speaking Performance in terms of low participation of grade 8 Jade is manifested in about 7 to 8 out of 10 occasions. This denotes that the respondents have high level of problems in speaking performance in low participation.

With this, based on the result of the study, the researchers find low participation as one of the leading problems in speaking performance. Hence, low participation is a threat to achieve optimal performance of the students.

Finally, student self-belief, as well as the instructor himself/herself, all have a significant impact on student participation. A positive classroom climate is essential for full involvement.

Furthermore, teachers undoubtedly influence students' rates of involvement, and that entire class that their educators impact their participation based on how the teachers communicate with them. The teacher's actions are important in promoting classroom interaction, and one of the primary reasons students do not take part may be due to the instructor. They are less inclined to partake if their educators ignore them, make fun of them, put them down, or are overly critical of them. As a result, in order for students to participate in the discussion, a healthy and inviting environment is required. Students with higher levels of participation are more likely to be found in a student-centered schoolroom rather than a teacher-centered school environment.

3.4. Problems in Speaking Performance of Grade 8 Jade in Tagum City National High School in terms of Mother-tongue Use

Mother-tongue Use. Table 4 shows the problems in speaking performance in terms of Mother-tongue use. Among the five sub-indicators of mother-tongue use, *I dislike using English whenever I speak in front of the class* got the highest rank with a mean of 3.34 described as moderate. This result shows that learners use their mother-tongue comfortably than the target language. Hence, the students are difficult to be drawn into using the English language effectively to communicate.

In support of the preceding findings, Oluwole's (2008) study discovered that frequent use of mother-tongue influences students' low speaking performance in English. This, even so, may result in a significant drop in educational standards.

Besides that, Atetwe's (2013) study on secondary schools in Gatundu District, with students' and teachers' dominant use of mother-tongue inside the school environment, concluded that the prevalent use of mother-tongue has a negative impact on students' English performance. The factual scenario has been observed by both students and teachers.

Next to the first-mentioned sub-indicator are the following: I am not comfortable to speak to my classmates in English; I refrain answering my teacher's question using English; and, I cannot convey information properly to my classmates using English. These sub-indicators have a mean of 2.82, 2.77, and 2.73 respectively which are described as moderate. The result shows that students have experienced difficulties with regard to the

use of English during classroom conversations and switch to the use of their mother-tongue.

Table 4. Problems in Speaking Performance of Grade 8 Jade in Tagum City National High School in terms of Mother-tongue Use.

MOTHER-TONGUE USE	N	Mean	Description
I dislike using English whenever I speak in front of the class.	44	3.34	Moderate
I refrain answering my teacher's question using English.	44	2.77	Moderate
I cannot convey information properly to my classmates using English.	44	2.73	Moderate
I do not prefer using English language alone in our English class.	44	2.68	Moderate
I am not comfortable to speak to my classmates in English.	44	2.82	Moderate
Overall	44	2.87	Moderate

Legend:

Range of Means	Descriptive Equivalent
4.50-5.00	Very High
3.50-4.49	High
2.50-3.49	Moderate
2.49-1.50	Low
1.0-1.49	Very Low

In support of these findings, Harmer (1991) emphasizes that students find it easier to express themselves in their native language since they are familiar with it. When students are asked to participate in a discussion about a topic in which they are not proficient, they will use their native language to express themselves.

The least determined problem among all the sub-indicators of mother-tongue use, *I do not prefer using English language alone in our English class*, with a mean of 2.68 and is described as moderate. The result suggests that students, though aware with the medium of instruction in English class should be the English language, they still chose to use their mother-tongue for communication. This however seemed a natural case because the learners use a certain language in their society for communication other than the language that is taught in class. As defined by UNESCO (2010), mother-tongue is the etymological that a learner knows best and is mostly used.

Above all, the five sub-indicators of the problem on the use of mother-tongue in speaking performance scored a mean of 2.87 and described as moderate. It is interpreted that the Problems in Speaking Performance in terms of mother-tongue use of grade 8 Jade is manifested in about 5 to 6 out of 10 occasions. This denotes that the respondents have moderate level of problems in speaking performance in mother-tongue use.

With this, Community Language Learning developed by Curran (1970) emphasizes the practice of bilingual education, particularly the set of using mother tongue and the target language procedures referred to as code switching in which the teacher continues to promote the use of both languages in giving instruction to an English class. Thus, allows learners to talk about whatever they want to by saying it first in their own language and then repeating after the teacher in the target language. In other words, learners create their own materials in speaking.

3.5. Summary of the Problems in Speaking Performance

Table 5 presents the summary of the level of problems in speaking performance of Grade 8 section Jade in Tagum City National High School.

Speaking Performance. The level of problems in speaking performance of Grade 8 Section Jade in terms of Anxiety, Lack of Topical Knowledge, Low Participation, and Mother-Tongue Used is indicated in Table 3.1. Results show a

Table 5 Problems in Speaking Performance of Grade 8 Jade of Tagum City National High School moderate level of speaking performance as indicated in the mean of score of each indicator. The highest among the problems in speaking performance is *Anxiety*, with 3.84 (high), followed by *Low Participation*, with 3.69 (high), then *Mother-tongue use*, with 2.87 (moderate) and, the lowest is *Lack of topical knowledge* with 2.42 which is equivalent to moderate level. All in all, the overall mean of score is 3.20 which is described as moderate. Result further implies that the problems in speaking performance is rarely manifested about 5-6 out of 10 occasions.

Apparently, the results show that the prevailing problem in speaking performance is the anxiety, followed by low participation, mother-tongue used and lack of topical knowledge. The proceeding section tackles the results of the tabulation with corresponding supports about the four indicators of problems in speaking performance.

Anxiety. The results revealed that among the indicators of the problems in speaking performance, anxiety ranks the highest with a mean score of 3.84 (high). This indicates that the selected statement indicators in the variable are always experienced about 7-8 out of 10 occasions. Thus, this simply means that anxiety is the leading problem why students are facing difficulty in speaking in an English language class.

Table 5. Problems in Speaking Performance of Grade 8 Jade in Tagum City National High School.

Problems in Speaking Performance	N	Mean	Description
Anxiety	44	3.84	High
Lack of Topical Knowledge	44	2.42	Low
Low Participation	44	3.69	High
Mother-tongue Use	44	2.87	Moderate
Overall		3.20	Moderate

The same findings were found in Fitriani, Apriliaswati, and Wardah's (2015) study on A Study on Student's English-Speaking Problems in Speaking Performance, which found that the most prevalent problem in students' speaking skill is psychological issues related to the students' lack of self-confidence and anxiety when speaking the language. They were confronted with feelings such as insecurity, social awkwardness, anxiety, anxiety, and worry. This highlighted the significance of anxiety in one's speaking skill; whether they have a lot of ideas in their heads and appear to be ready to deliver them, if they are anxious, they will not be able to deliver their ideas and opinions as flawlessly and naturally as they would like.

Burns and Thornbury (2005) also prove that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of making mistakes are the factors that prevent students from speaking. This causes students to remain quiet in one's chairs during a classroom discussion or activity.

Similarly, Lim (2002) found that students are afraid of making mistakes when speaking English. As a result of their low English language proficiency and self-efficacy, students are more likely not to speak much in class, appear reserved, rarely ask any questions, and do not voice their opinions. Students tend to be quiet in this situation and wait patiently for the teacher's understanding to be conveyed to them.

Students experienced anxiety among students frequently rely their anxiety on an incorrect assessment of the causes of their anxiety. They imagine danger where it may not occur and lack an effective plan of action to deal with their anxiety. People will develop anticipations about the likely outcomes of various behaviors inside of and across

situations over time and in different learning situations, but when they start engaging in types of behaviour that appear to work, they create high outlook about those behaviors, and these can become a regular part of learners' conversational repertoire (Dayhoff, 2000).

Park and Lee (2005) discovered that students' depressive moods were related to their oral skills. The more anxious the students were about speaking English, the lower their goals on their oral speaking skill.

Tanveer (2007) also asserted that the greater the level of anxiety, the lower the performance. As a result, the students' strain, anxiousness, or anxiousness may interfere with their linguistic learning and performance abilities.

However, if the experiences are negative, language anxiety develops, and if these negative emotion interactions proceed, language anxiety may become a regular occurrence, and the learner begins to expect to be nervous and perform badly on a routine basis. Anxiety can be associated with a variety of physiological and emotional states, manifested as feelings of tension even when the immediate cause of such strain is not obvious. According to MacIntyre (1995), language learning is a cognitive activity that relies on encoding, stockpiling, and recovery processes, and nervousness can disrupt each of these by creating a divided attention scenario for anxious students. Agitated educators are preoccupied with the task as well as their reactions to it. Anxiety is thus associated with self-focused, negative, and anxious cognition during interaction. When tried to compare to others, highly anxious students frequently have relatively negative self-concepts, understating the performance of their level of language proficiency.

Finally, in describing language anxiety, MacIntyre and Gardner (1991) highlighted that the anxious student is an individual who perceives the L2 as an unpleasant experience. This is in addition to withdrawing from voluntary participation, feeling social pressures not to make mistakes, and being less willing to try new or unsure language elements.

Low Participation. As the table reveals, the respondents' problems in speaking performance in terms of low participation ranks second with a mean score of 3.69 (high). This also indicates that the selected statement indicators in the variable are always experienced about 7-8 out of 10 occasions. This implies that the students got low oral performance due to the fact that they did not or they are not willing to participate in a classroom discussion.

Gan (2012) adds that one of the reasons students did not perform well in speaking English is that they were not given enough opportunities to speak English in lectures and seminars, as well as an input-poor environment for spoken communication in English from outside class. It appears to contribute to a myriad of issues that were closely related to the socio-cultural, governmental, and interpersonal contexts in which individual ESL students found it difficult to cope.

Students' verbal participation or engagement in the classroom is crucial in the context of English as a Foreign/Second Language (EF/SL) teaching and learning. This claim is consistent with the Communicative Language Teaching (CLT) methods in teaching English, which views language as a system for conveying meaning (Nunan, 1999). It is doing believe that when students interact in the schoolroom with their teachers or with their peer group, they are compelled to engage in 'meaning negotiation,' that is, to express and clarify their intentions, opinions, and viewpoints.

In general, students are always expected to be able to fully contribute in the classroom discourse with teachers' encouragement and efforts. Nonetheless, the EF/SL classroom can be a miserable place when the majority of students remain silent and only a small percentage of them participate. Despite students' awareness of the importance of spoken English and the fact that participation is urged, many teachers report a high level of quiet in the EF/SL classroom. Students are said to be non-participatory, silent, or passive in their behavior. This is referred to as 'reticence' in the field of second language acquisition. This is an uncomfortable feeling for EF/SL instructors because it reflects negatively on their instructional practice (Fritschner, 2000).

Jackson (2002) stresses the importance of learner participation, arguing that it offers a setting in which students can build and shape identities as members of the schoolroom. Furthermore, student involvement in class activities is critical for efficient teaching.

Similarly, there is an undeniable link between classroom participation and students' educational success. According to Liu (2005), students who actively take part have higher academic achievement than students who do not participate. Oral involvement by students to help them bridge the gap between what they want to say and whether they are able to say it. Moreover, it is widely held that participation in verbal interaction allows language students to follow up on new phrases and structures introduced all through language courses and start practicing them in sense.

Mother-tongue Use. The table shows that mother-tongue used ranks third with a mean score of 2.87 (moderate). This denotes that the selected statement indicators in the variable are always experienced about 5-6 out of 10 occasions.

This suggests that students frequently used their mother tongue because it is easier for them to express themselves and it is organic for them to do so. Hoang Tuan and Ngoc Mai (2015) note and support this statement, stating that using one's mother tongue to explain something to another is a natural and easy way of expressing one's opinions, and that students feel comfortable participating in communicative skill. However, if there is no motivational factor from educators and if teachers frequently use the students' dialect, the students will feel at ease doing so.

Manara (2007) claims that mother-tongue is a resource for learners' linguistic schemata. The mother tongue serves as a resource for learners to draw on in order to perceive the new language. Second Language Learners use their L1 knowledge to help them learn the L2. Furthermore, their L1 serves as a resource for knowing the target dialect.

In contrast, Quijano (2010) observed that in the Philippines, English proficiency has been harmed as a result of the learners' lack of exposure to English. Furthermore, because many educational materials in schools and libraries are written in English, there is a decrease in language skills, comprehension issues, dejection, and demotivation.

Oluwole (2008) adds to this by stating that the use of the mother tongue influences the student's poor performance in English. And that students' oral achievement in English is poor, and that if the discovered factors are not addressed in a timely manner, it will result in a drastic decline in educational standards.

Furthermore, Atkinson (2001) warned of the dangers of using the mother tongue excessively in the English language classroom. He proposed that the native language be used to facilitate effective conversations and as a technique to encourage learners to find a means of expressing their significance in the target language.

Lack of Topical Knowledge. The results show that the lack of topical knowledge ranks the lowest among the indicators of the problems in speaking performance with a mean score of 2.42 (low). This indicates that the selected statement indicators in the variable are always experienced about 3-4 out of 10 occasions. As the table reveals, it is left behind for it does not necessarily being an issue in the speaking performance for it is the least problem among the indicators presented in the study. This denotes that even though students may know little or have lack of knowledge about the topic, it doesn't mean that they are not capable of expending ideas.

Topical knowledge, according to He (2010), is a fundamental schema for eliciting a presenter's achievement. Even if an ESL speaker has a high level of English proficiency, he or she might perform optimally without such an understanding.

Besides, Vidal (2011) supported the idea of He (2010) that those with schema on the subject are better speakers of English in the classroom compare to those without such knowledge. Thus, it should be addressed with the intention of help those students who performed poorly to expand their language performance in the classroom setting.

In addition, Tuan & Mai (2015) stated that topical knowledge was found to be the leading problem that affects students speaking performance. It was based on their study, "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School". Result stated that 81% of the scholars chose topical knowledge as the most affecting factor in their speaking performance.

Nonetheless, in contrast to the above statement, the result of this study clearly confirmed that lack of topical knowledge is least problem in speaking performance.

Therefore, the study of the researchers clearly debunks the idea and the result of the above-mentioned for the most occurring problem nowadays based on the result of this study is *anxiety*.

All in all, the overall mean of score of the four indicators is 3.20 which is described as moderate. Result further implies that the problems in speaking performance is rarely manifested about 5-6 out of 10 occasions. This indicates that the four indicators presented in this study were experienced by the respondents in an English language class and it doesn't mean that it should be neglected and to be taken for granted but instead those problems are still occurring and need to be remediated and actions should be taken.

Speaking appears to be the most important of the four skills (listening, trying to speak, reading, and writing) because people who know a language are referred to as speakers of a language. Thus, the speaker requires communication skills, which includes not only linguistic competence but also a variety of other linguistics and conversational skills that enable him or her to know what to say to whom and when. Students of a second language require communication skills in order to participate in and learn from their classroom experiences (Ur, 1996).

As a result, a communication is a collection of arbitrary verbal symbols that enable all members of a culture, or those who have learned the culture's system, to communicate and interact. When we say speaking, we don't just mean mouthing words. It entails conveying a message using spoken words. This is a skill that is also underappreciated in our schools. Students are not allowed to speak English in the classroom or outside. We are not required to speak during our exams. It takes a lot of effort and focus to learn to speak. We can learn to speak our mother tongue by hearing and reiterating it. The teacher can use the same natural approach. He can instruct them particular structures that they must repeat. This will assist them in overcoming their fear. He is capable of providing those drills in simple language patterns. This skill is important in the school environment as well by asking simple questions and using short conversations (Genelza, 2022).

Tuan and Mai (2015) proposed that teachers should act as guides for students learning a language. Teachers should first improve their students' performance conditions by giving them time to prepare for a speaking task, teaching them how to use mind maps to develop ideas, and having to give them enough time to complete their duties.

Furthermore, Kumaravadivelu (2006) proposed that educators should assist their educators in overcoming those difficulties in speaking by exhibiting friendly, helpful, and collaborative behavioral patterns to make students feel comfortable when speaking in class; reminding students not to be concerned about making errors; and providing explicit guidance and adequate guidance. They should also personalize and simplify the school-book topics to make them easier to understand, more interesting, and relevant to their lives. Furthermore, speaking skills should be included in tests and exams because testing motivates learners to study language ability.

Another thing that teachers should do is provide more opportunities for students to speak English in class by using speaking activities that require students to speak. Furthermore, teachers could perhaps carefully consider when and how to accurate students' mistakes such that students are not afraid to make mistakes and the flow of the students' conversation is not disrupted. Furthermore, the teacher should encourage students to engage in public speaking activities. Most importantly, educators should foster an English-speaking climate by encouraging students to use English in the classroom to make it a habit, allowing them to watch films or videos in English, and using English in the classroom commonly so that students are exposed to the language (Celce-Murcia & Olshtain, 2000).

Nation and Newton (2009) suggested that students first understand the significance of conversational ability. Second, they should practice speaking English outside of the schoolroom more frequently by doing the speaking tasks in the textbook at home with their classmates, joining an able to speak club where they can communicate in English, and speaking in front of a mirror on their own. Finally, they should use English instead of their own L1 in class to make it a point.

The majority of students want and expect their teachers to provide performance feedback. However, not all speaking production should be treated the same way. Teachers' choices about how to respond to students' performance will be influenced by the stages of the lesson, the activities, the types of mistakes made, and the specific student who is making the mistake. If teachers correct whenever there is a problem, both the communicative flow and the intent of the speaking activity will be ruined. If students are constantly rectified, they may become demotivated and fearful of speaking up. As a result, teachers should always correct students' errors in a positive and encouraging manner (Harmer, 1991). According to Davies and Pearse (1998), the primary goal of all English language instruction should be to provide learners with the ability to use English effectively and clearly in interaction.

In this regard, it is the responsibility of the college of education to improve and alter teaching so that all graduates are prepared to fulfill the demands of the twenty-first century. Learners require instructors who are well-prepared to handle the ever-changing learning environment and expectations of diverse stakeholders as the demands of our world continue to grow (Otara, 2014; Pustovoitov, 2014 as cited by Genelza, 2022).

4. Summary, Conclusion and Recommendations

This chapter presents the summary of the result of the study as well as the conclusion drawn as the result of the findings with the subsequent recommendation.

4.1. Summary

This study was conducted to determine the problem in the speaking performance of Grade 8 – Jade of Tagum City National High School. It utilized the descriptive survey method. Additionally, this study used a researcher-made survey questionnaire to identify the prevailing problem affecting the speaking performance of the respondents in terms of anxiety, lack of topical knowledge, low participation and mother-tongue use. The respondents of this study were chosen based on purposive sampling technique and total enumeration sampling of Grade 8 – Jade of Tagum City National High School. Particularly, the result was determined:

Problems in the speaking performance in terms of anxiety has a mean of 3.84 with the highest rank in the descriptive equivalent among the four indicators. The prevailing sub-indicator is *I worry about making mistakes in speaking English* with a mean of 3.93 (high). This is followed by the sub-indicators: *I keep thinking that my classmates are better English speakers than I am* and *I am not confident when I participate orally in class* both with a mean of 3.89; *I am afraid that my classmates will laugh at me when I speak English* with a mean of 3.86; and *I tremble whenever I speak without preparation in our English class* with a mean of 3.64. Thus, all sub-indicators of anxiety was interpreted as high. Additionally, it was followed by low participation with a mean of 3.69 and has reached a high descriptive equivalent. On the other hand, mother-tongue use with a mean of 2.87 has moderate descriptive equivalent while lack of topical knowledge with a mean of 2.42 has low descriptive equivalent. In totality, the problem in the speaking performance of the respondents has obtained 3.20 with a moderate descriptive equivalent. Furthermore, this result means that the respondents experienced the indicators in about 5-6 out of 10 occasions.

4.2. Conclusions

Below are the findings of the study:

- a. The problems in the speaking performance of Grade 8 – Jade of Tagum City National High School as indicated by anxiety, lack of topical knowledge, low participation and mother-tongue use is moderate.
- b. The dominant/prevaling problem affecting the speaking performance of the respondents is anxiety.

- c. The proposed designed intervention programs by the researchers are Seminar- Workshop for teachers and Speaking Enhancement Activities for students.

4.3. Recommendations

The result of this study shows that the overall problem in the speaking performance of Grade 8 – Jade of Tagum City National High School is moderate. Hence, the following recommendations are offered to address the respondents' problem in the speaking performance.

Tagum City National High School. The school must integrate in the curriculum a designed intervention program. It will heighten and develop the speaking performance of Grade 8 section Jade during their English class every Thursday. Moreover, these intervention activities can be conducted one hour per week, allotted for the students to engage in the designed program.

Teachers. The teachers need to attend seminar workshops on how to facilitate effectively the communicative activities that will measure the speaking performance of the students. They may also conduct consultations together with the students every after the communicative activities to inform them of their problems in speaking performance. In addition, they must also assess the students for further improvements.

Students. The students must actively engage themselves in the communicative activities designed for them to enhance their speaking performance because they are using the English Language in the class. They are also encouraged to use English language in other subject areas.

Future Researchers. The future researchers are encouraged to further conduct additional research in speaking performance of the students in the different year levels of the institution as well as to design other possible activities and interventions that will cater the problems in speaking performance of the students.

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