

AN INVESTIGATION INTO THE EFFECTIVENESS OF ENGLISH NEWS ON SPEAKING SKILL OF ENGLISH MAJORED JUNIORS AT TAY DO UNIVERSITY

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ABSTRACT

Speaking plays a great role in developing English proficiency. Therefore, students should apply some effective methods to build this skill and one of them is listening to English news. This method might have good effects on students speaking skill which could link the factors of vocabulary, grammar, knowledge, confidence and other skills all together. This study “An investigation into the effectiveness of English news on speaking skill of English major juniors at Tay Do University” aims to investigate the effects of English news on speaking skill. The data collected will show the effects of listen to English new on students’ speaking ability.

Keywords: *Speaking, English news.*

1. INTRODUCTION

1.1 Rationale

English may not be the most spoken language all over the world. However, it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion. It helps people communicate with the citizens in most of countries without confusing in expressing their thinking, feelings when they know English. If students have good English knowledge, it could help them find a good job with high salary. Notwithstanding, learning English is not easy. In communication, speaking is an important part and the main tool for human to communicate with others.

Speaking is the means through which learners can communicate with others to achieve certain goals or to express their thinking and feelings. When speakers want to express their thinking, they should do that by oral communication. Therefore, the frequency of using speaking skill is very high. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Speaking is also classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan, 1989). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown & Yule, 1983).

In fact, transfer of information is an activity which does not lack in human’s everyday life. It also causes some problems and students have to face a lot. The main reasons are confidence in expressing ideas, mistakes in pronunciation, lack of knowledge and vocabulary in speaking. In addition, when learning, students just keep silence and only sit in their seats, they do not move around to exchange ideas or say anything. This becomes the obstacles for them to find the words to say out. On one hand, a large number of students who come from the countryside were familiar with the traditional methods. From that, students become nervous about speaking when turning to university for learning English major. Their speaking background knowledge is not enough for them to receive other

knowledge in the new environment. This is also the problem for most of all students majoring in English at Tay Do University. They did not have to stand in front of many people to talk about any topic, show their ideas, or discuss and argue their thinking with other people. They will feel so hard with new teaching methods at university.

Therefore, improving speaking skill as well as communication skill plays an important role in English learning. However, how can students improve their speaking skill? And who could help them practice it? From the viewpoint of the researcher, listening to the news in English is a good way to improve their speaking skill. They need to focus on a lot of things such as the interpretation, intonation, spelling, vocabulary, grammatical structure when listening to English news. Through this study, the researcher would like to make an investigation into the effects of English news which may help students overcome difficulties in speaking and also develop their speaking ability. The researcher hopes that the research will be useful with juniors majoring in English in learning speaking and become a foundation for them to build their other skills as well.

1.2 Significance:

This study is expected to provide the way to improve speaking skill of students at Tay Do University. Particularly, by investigating the application of listening to English news of juniors majoring in English, it will shed some benefits on the effectiveness of this method. The researcher hopes that students can improve their speaking with the news as well as the previous method which they have applied.

2. LITERATURE REVIEW

2.1 Definition of speaking

Nowadays, English is known as the most popular language all over the world. People use it to learn, communicate, exchange goods, etc. It is also an important subject at school. Students were taught four main skills including speaking, listening, reading and writing through the time of studying at school. In which, speaking is the skill which is learned in the oral mode. This skill is not only the way of speaking words but also the way of pressing idea.

According to Brown, 1994, Burns & Joyce, 1997, “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.” Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Richards and Renandya (2002: 204) stated that “effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.” Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Besides that, another definition of speaking is “the action of conveying information or expressing one’s thought and feeling in spoken language” (Oxford

Pocket Dictionary of Current English 2009). Similarly, in Oxford Learners’ Dictionary (1995), speaking is to express or communicate opinions, feelings, ideas, etc by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages. In fact, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages (Cambridge University Press, 1960: 5). According to Roger Grower and Steve Walters (1995), “speaking is also a productive skill which consists of two main aspects: accuracy and fluency”. From these above definitions, it can be concluded that speaking skill has the relationship with communication. It also seems like the skill to use the words to express human’s meaning accurately and fluently.

2.2 The importance of speaking skill

In the modern world, to adapt to the demand of work, each person should have enough abilities of communicating fluently in English because English is used as a common language in this global village. For this reason, a lot of educational systems in the world consider speaking English the most important subject. They bring speaking to the students and help the students improve their speaking skill in many ways.

Gillis stated that “speaking skills are important for career success, but certainly not limited to one’s professional aspirations. Speaking skills can enhance one’s personal life, thereby bringing about the well-rounded growth we should all seek”. In fact, it is like a big deal which brings a lot of profit, if human can speak English fluently.

According to Exforsys – a team of IT Consulting and Training team led by Chandra Vennapoosa (2010), they stated that we have established the importance of communication skills in any and all aspects of our lives. What

one needs to remember is that communication is a two-way process involving the speaker and the listener. Communication can only be considered effective if both aspects are achieved successfully. Actually, every single day, people are given opportunities to speak. At home, they interact with family members and neighbors. They ask for driving directions from passersby or converse with the waitress at the local pub. At work, people can talk to colleagues and superiors. They discuss business issues and concerns during business meetings. They educate customers on products and services being offered. Indeed, such skill is being utilized anywhere and everywhere.

Now imagine if a person does not possess good speaking skills. It would be very difficult to express thoughts and ideas to others; it would be almost impossible to gain understanding from these people if human cannot even convey their message clearly and accurately. People with below average communication skills, particularly speaking skills, will have difficulties in presentation over gatherings, whether social, personal, or business-related. It is either that he does not know how to put his thoughts and ideas into words or he simply does not have enough confidence to speak in the presence of other people. Regardless of what may be the reason for this, it leads to one thing: ineffective communication. And a person who cannot communicate effectively would find it difficult to strike a good impression on others, especially on their superiors.

2.3 The effects of English news on speaking skill

There are a variety of methods students can use to improve their English speaking skill, including listening to the English news. Many students think that if they want to improve their speaking skill, talking with the foreigners or native speakers is the best choice. It is a great way. However, how could they convey their ideas when they do not have enough background knowledge as well as vocabulary knowledge, listening ability, etc? As a result, listening to the English news could be an effective method to help them develop their abilities before practicing with other people.

2.3.1 Widening background knowledge

The news is the program transmitting the new information, hot news in the social life, etc. Therefore, listening to the news brings the hearers a lot of types of knowledge in many majors or factors in the world. Besides, when human listen to the news, they will receive a lot of information that will become human's knowledge. Since, the information will be clarified to save the main information in human's brain. It may become useful knowledge if people could use it in some necessary cases. Actually,

Anthony Liew, Walden University (2007) claimed that "the key to understanding the relationship between information and knowledge is to know where the information resides. Recall that information is at its essence a message that is generated from activities and situations. However, information resides in storage media (database, print, video tapes, etc.) in the form of data, or in the human mind as knowledge (in its simplest form of know-what or the higher forms of know-how and know-why). If this is the case, then the overlap between data and information in relation to information and knowledge becomes obvious, i.e. they occupy different spaces at the same time. This also explains why many people can perceive data and information, as well as information and knowledge as interchangeable." Similarly, James T. Mangan stated that "you have a pair of ears — use them! When the other man talks, give him a chance.

Pay attention. If you listen you may hear something useful to you. If you listen you may receive a warning that is worth following."

The previous saying mentions the importance of listening. In every angle in life, human can get many benefits or correct their mistakes. For example, in business, before doing something, a staff must focus on the saying of the director who will steer exactly what he needs to do. If he does not listen to the supervisor, the mission may not be completed. On one hand, listening to the news is also like listening to the steer or advice of other people. When human focus on the news, they can get some useful knowledge that they have never known before. That knowledge will be accumulated day by day. People could use it in some cases. Especially, it is useful in discussing, expropriating and explaining their ideas in English speaking topics.

2.3.2 Enriching vocabulary

Vocabulary is known as the important factor which helps human express what he or she wants to say. However, it needs time to practice a lot to remember thousands of words. They should also spend time in a long process to take note the meaning, structure, word forms, etc. Nation (2001) said that "second language learners need to know very large numbers of words. While this may be useful in the long term, it is not an essential short term goal". Besides, Stahl and Fairbanks (1986) confirmed that.

"Vocabulary knowledge has been identified as the most indicator of oral language proficiency, which is particular important for comprehension of both spoken and written language".

Similarly, Beck and McKeown stated that “the goal for vocabulary development is to ensure that students are able to apply their knowledge of words to appropriate situation and are able to increase and enrich their knowledge through independent encounters with words”. These statements prove that vocabulary plays an important role in learning a new language. Listening to the English news is one of many effective ways since people focus on the saying of the program editors, their mind will receive a lot of information in which including vocabulary.

2.3.3 Learning pronunciation

Having perfect English pronunciation is the big wishes of most English students. English is not an easy language to study. It includes many different sounds in the spelling system. If students do not make some effort, how can they improve their accent at learning English? They may write a grammatically correct letter, but the listeners cannot hear and understand what words they spoke. To improve their accent, spend time listening and carefully imitating words that are difficult to pronounce. According to Brown, Gillian. *Listening to Spoken English* (1990), they stated that listeners make quick (and often, unfair) judgments about a speaker’s English ability based on his pronunciation. No matter how accurate a learner’s grammar, and no matter how rich and expressive his vocabulary, if his pronunciation is poor then this immediately gives a negative impression of his overall language level. Poor pronunciation can be difficult to listen to, as it demands greater effort and concentration on the part of the listener. In addition, poor pronunciation can lead to misunderstandings, even a breakdown in communication. On the other hand, if a speaker has a clear pronunciation, this has immediate benefits: listeners judge the speaker’s overall language ability much more favorably, even to the point of tolerating grammatical and other errors. Moreover, a good pronunciation is an asset to the speaker himself, as it provides him with a valuable confidence boost.

English news can help them to improve their pronunciation. In the news, editors will speak out the words fluently, clearly. Especially the sounds that they speak out are similar to the sound of the native speakers. Learners will recognize their mistakes in pronouncing the sounds. Those mistakes may be begun when they are still study in high school because teachers just pay attention in grammar in high school. They do not spend much time for students practicing speaking skill. Therefore, it becomes a gap in speaking skill and drags on the bad pronunciation. Therefore, listening to the English news, learners could improve their pronunciation skill by repeating them. Time after time, their pronunciation could satisfy invisibly.

2.3.4 Logical thinking

Jodi Picoult said that "Logical thinking keeps you from wasting time worrying, or hoping. It prevents disappointment. Imagination, on the other hand, only gets you hyped up over things that will never realistically happen" Logical thinking is the act of analyzing a situation and coming up with a sensible solution. Similar to critical thinking, logical thinking requires the use of reasoning skills to study a problem objectively, which will allow you to make a rational conclusion about how to proceed. When you use the facts available to you to address a problem you may be facing at work, for example, you are using logical reasoning skills.

Learning from others is a form of mental exercise. Social connections and friendships nourish the brain and push people to strive to better understand themselves and the world around them. When you push yourself to take risks socially can actually improve your ability to think logically.

Albert Einstein stated that "pure logical thinking cannot yield us any knowledge of the empirical world. All knowledge of reality starts from experience and ends in it" so when listening to the news, we can see that the information is arranged in the logical way. Each section has the connection between them. Hence, students will learn how to arrange the information in their mind to express ideas effectively.

According to Luke Muehlhauser, “some people never learn to think because they cannot admit they are not good at it”. In the time of study, students should point out what they have and do not have. It will help them realize their weak points, so they can find the best way to improve it. This thing is also like learning by the news. Students can get a lot of benefits from it if they take a focus on it.

2.3.5 Improving listening skill

According to Oxford Living Dictionaries "to listen is to give attention to sound or action. When listening, one is hearing what others are saying, and trying to understand what it means." <https://en.wikipedia.org/wiki/Listening>

Listening is an essential skill. It is the ability to receive information and then to correctly interpret it. Listening is the most important of language skills and the key to speaking, reading and writing fluently. Until you are able to listen for understanding you will never learn to effortlessly speak English.

Yet, many language learners have a problem with listening. Firstly, they fail to understand the importance of the skill, and secondly, though they may recognize written words, they may not connect them to the spoken equivalent.

Though there are many ways to improve listening skills, all require ongoing practice, the reward is the motivation to continue broadening your knowledge and enhanced self-confidence in speaking the language.

According to Transform “listening, rather than reading or talking makes up 85% of what we learn.” Yet few of us actively listen. On average we are distracted or preoccupied up to three quarters of the time. Research reveals that we can recall just half of what someone has said directly after listening to them. This percentage reduces if we don’t like the person or the subject matter under discussion. Everyone has a preferred way of learning. Some people prefer to spend time quietly learning on their own while some prefer time spent with others either in a classroom setting or in a more informal environment.

How you learn best should guide you in the methods that you choose to improve your listening skills. Here are some tips to help you along the way. Just make sure that every time you listen in, you activate your active listening skills. You have to pay attention if you are to learn anything.

There are 6 ways to improve your English listening skills:

Take it slowly

Between twenty and thirty minutes a day is all you need. In fact, research has found that this may be the most effective way to learn. Spending hours trying to memorize long lists phrases may be counterproductive. Rather try and make your listening exercises enjoyable and effective.

Try the micro learning technique of breaking down the learning tasks into small tasks that you can accomplish in five minutes.

Listen while you read

Find an English film or video that includes English subtitles so that you can listen and read. Alternatively, you could read a book and listen to the audio book at the same time. This technique is a fine way to improve your listening skills as you can connect the strange spelling of words with what they sound like.

Listen to an English podcast over and over again

Learning is all about repetition. Find an interesting podcast. Select one episode that isn’t too long. You don’t want to come out of the other end exhausted. Make a point of listening to it every day for a week. You can make it part of your daily routine. Listen on your commute, while you clean your home or walk your dog. Look up the phrases and words about which you are uncertain.

Learn as you sleep

The concept of learning in your sleep has been around for some time now. We know that learning before sleep is useful as the sleeping brain absorbs the new found information. Carefully chosen audios may help you to improve your English listening skills. There is plenty of information on the internet about the subject if you would like to investigate this further.

Have a conversation with yourself

Whether the discussion is in your head or you’re talking to yourself in front of the mirror make sure to listen critically to your pronunciation and challenge yourself with your use of vocabulary.

Join a discussion group

There’s nothing like the real thing to really appreciate how far you have come and how far you still have to go with your new found listening skills.

There are plenty of discussion groups on the internet. Platforms like Meetup and Conversation Exchange offer students a platform to find conversation groups in English.

2.3.6 Grammatical structures

Whenever people want to speak from the simple sentences to the complex ones, they must use right grammatical structures. It represents language abilities of each person. From that, grammar can be seen as one element that needs accuracy. To have a good ability in using grammar structures, it needs time and diligence to develop because even some native speakers usually find it hard to speak or write a sentence grammatically. They sometimes make some mistakes which often cause the changing of the meaning of sentences, especially in the paragraphs. Therefore, speakers may sometimes create the misunderstandings in expressing their ideas or meanings.

According to Wikipedia website - the free encyclopedia, “English grammar is the body of rules that describe the structure of expressions in the English language. This includes the structure of words, phrases, clauses and sentences.” Anh and Hung (2012, p.1) claimed that “grammar is a vital language component, without which communication is impossible. Indeed, misuse of structures can obstruct the conveyance of messages, which consequently leads to confusion and sometimes communication breakdown. An advanced knowledge of grammar,

however, may enable the pronunciation of concise, witty and elegant utterances.” Additionally, grammar plays an important role in foreign language teaching (Marianne - Celle Murcia, 1991). No one can deny the importance of grammar in learning language. Thus, improving grammar helps the students know how to use grammar structures exactly in speaking English. It is the basic element that students have to acquire in speaking English because when students are good at grammar, they will have more advantageous than other who are not in learning speaking English. They could avoid from using wrong grammatical functions to have appropriate sentences in speaking. It is a good idea for learners to combine good grammar with suitable words, so it will affect directly students' communication as well as their speaking ability.

In fact, Richards and Schmidt confirmed that spoken languages as “language that has been spoken, as compared to written language” (2002, 41). In addition, Brown and Yule (1983) pointed out that regarding sentence structures, spoken language is much simpler than written language. In spoken language, sentences are usually shorter and possibly incomplete or ungrammatical form may often occur. Indeed, students just learn English in some years in high school. They do not have enough time to focus on sentence structures and using tenses. On one hand, teachers just introduce them some simple grammar forms. It makes a hole in the grammar skill which affects their study abilities when going to university. For example, using Vietnamese style for English grammar, confusing in meeting some complex grammatical structures, mistaking when identification the types of grammar sentences, these obstacles will hind the reception knowledge from teachers, friends, books or other sources. Hence, possessing a large knowledge of grammar is the first step in learning every type of languages.

2.4 Related studies

Several studies on the topic of speaking skills present results concerning students' improvement of language skills. In Urrutia & Vega (2006) research study, the data collected suggest that speaking is the most difficult skills to develop, students usually present lack of vocabulary, shyness and fear of being humiliated; besides, the authors explain that students show evidence about the importance of implementing games in classroom for improving the speaking skills. In Rama, Ying, lee & Luei Luei's (2007) study, the participants expressed that games allow more than a half of students to improve communication in a second language; there were involved an experimental group and a control group, in the first one 21% of the students considered that they were not able to speak better, but in the second group only 11% although in experimental group learners enjoyed more games activities. Finally, Hamzah & Ting (2009) present findings on teaching speaking skills through group work activities saying that the results of the project were preferred inasmuch as students showed participation in speaking group activities highlighting motivation, interest, and they demonstrate contributions in teamwork as well as improvement in individual speaking activities.

Urrutia & Vega (2006) conducted an action research project on the understanding and actions taken to improve speaking skills through games in a public school called “Federico García Lorca” in Colombia. The participants in this study were twenty girls and twenty boys from 14 to 18 years old. The researchers implemented activities focused on oral games for promoting the development of student's speaking skills.

Questionnaires, teacher's journals and video recordings were used as data collection instruments. The researchers analyzed the data by using charts which included the percentages of student's answers about the most difficult skill for them, how often they speak in English during the class and the factors that interfere at the time to speak, such as, shyness, lack of vocabulary, fear of humiliation, among others.

According to the findings in Urrutia & Vega (2006) study, the majority of students considered that speaking is the most complicated ability to work out; also, the researchers noticed that students sometimes spoke English, but the majority of the did not speak during the English class. Oral participation in the study involved relevant factors, such as vocabulary, timidity and fear of being embarrassed. 58% of students expressed that they preferred games to be implemented in the English class for which researchers noticed that students tried to improve their oral participation when they were using games; in addition, from student's perspectives, Urrutia & Vega state that games allow “cooperation, involvement, self-confidence, knowledge of vocabulary, better English understanding, improvement of pronunciation and speaking” (p. 9), and from teacher's perspectives, the authors illustrate that games develop “motivation, improvement in speaking participation, and free & confident student's performance” (p. 10). Rama, Ying, lee & Luei Luei (2007) conducted an action research study on the hypothesis of using language games to improve speech skills during English classes in a primary school called “Jurong” in Singapore. The participants in this study were 78 students. The researchers used two different methods for two different groups; they divided students into experimental group in which was implemented a communicative method where were implemented language games to improve speaking skills, and a control group which was focused in a teacher-centered method in which teachers used real- life activities including the essential vocabulary to perform a conversation. Pretests and post-tests were used as data collection instruments. Researchers analyzed the data

collection by comparing pre-tests and post-tests of speaking elements between experimental and control groups in order to observe if the implementation of games had helped learners to improve speaking performance.

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According to the findings in Rama, Ying, lee & Luei Luei’s (2007) study, the participants report two tables with the results of the study, the first table shows the study of pre-tests and post-tests where 4 students did not were present in class during the pre-test and a total of 35 students were present in pre-test and post-test. Also, Rama,

Ying, lee & Luei Luei (2007) find out that “69.23% of pupils from the experimental group improved their post-test scores. Only 20% of the pupils in the control group had a better score in the post-test. 45.71% of the pupils in the control group showed no improvement in the post-test, while only 20.51% of the pupils from the experimental group showed no improvement in the post-test. 34.29% of pupils in the control group scored worse in the post-test. Only 10.26% of the pupils in the experimental group scored worse in the post-test.” (p. 7). In relation to the second table, there were a series of 4 questions; such as, if they enjoyed the activities, if they were able to do them, if they were able to follow the instructions, and if they improved communication after the activities. Rama, Ying, lee & LueiLuei (2007) state that “All the pupils in the experimental group agreed that they enjoyed the games that they had played. 11% of the pupils in the control group disagreed with Q1. A greater percentage of the pupils in the control group disagreed with Q2 and Q3, as compared to the pupils in the experimental group. However, a higher percentage of pupils in the experimental group disagreed with Q4, as compared to the percentage of the pupils in the control group.” (p. 8). Hamzah & Ting (2009) conducted a qualitative and action research study on success of using group work in teaching speaking in English classroom in a school called “SMK Damai Jaya” in Malaysia. The participants in this study were 33 students and 3 English teachers. The researchers conducted three oral activities where students were observed then they received questionnaires and three experienced teachers were observed as well. Questionnaires, observations and interviews were used as data collection instruments. The researchers carried out a series of questionnaires in Malay language where students could provide their opinions about the group work activities to improve speech skills and their consciousness of participation in those activities; the observations were analyzed to understand the participation and the behavior of students during the lessons, and the interviews were carried out with the three English teacher.

According to the findings in Hamzah & Ting’s (2009) study, the participants expressed enthusiasm in group work activities and proficiency in spoken language because they were secure of expressing themselves in small groups which avoided anxiety to speak in another language. Also, Hamzah & Ting (2009) suggest that “In order to get every student participating in the group work, it is essential that the activities should be appropriate to students’ level and could interest them to participate. Therefore, making the students interested in the activity is one step ahead of conducting a successful language learning activity. In smaller groups, students learn to ask and receive help from the members.” (p. 4). Besides, the authors report that teachers agree with the implementation of teamwork to teach speaking.

In conclusion, speaking is not an easy process, students will have to meet some difficulties that are factors that come from subjectivity as well as objectivity. Despite the growing amount of research supporting the exploration of difficulties in speaking English for improving the foreign language competence, many researchers are still uncertain about how effective it is. Therefore, in this study, the researcher investigates the factors into the effects of English news on speaking skill of English major juniors at Tay Do University. Thanks to this, these students cannot only realize their obstacles but can also overcome and develop their communication skills.

3. SEARCH METHODOLOGY

3.1 Research aims

The research aims at investigating the students' attitude toward the effects of news in English on speaking. This study shows the relationship between listening to English news and its benefits in building speaking skill. Thanks to this study, students could have a chance to apply this effective method to develop their speaking skill.

3.2 Research questions

To possess a good speaking skill is a challenge to almost learners, especially people who do not have enough time to practice speaking skill regularly. Spending a little time each day listening to the English news may help students improve their skill invidiously. This research was expected to figure out the benefits of news in English.

The research is carried out to answer these following main research questions:

1. Does news in English help juniors majoring in English at Tay Do University improve their speaking skill?
2. How does news in English help juniors majoring in English at Tay Do University improve their speaking skill?

3.3 Research hypothesis

According to English-majored juniors at Tay Do University, speaking is one of the most difficult subjects in English learning process. Hence, based on the related references and the research questions, it is hypothesized that English-majored majors at Tay Do University have difficulties in speaking which come from the elements related to linguistic factors, listening comprehension, background knowledge, and psychological factors. Remarkably, depending on these problems, students can recognize their shortcomings and overcome their weaknesses. Since then, they will have more motivation in speaking and improve their speaking skills.

3.4 Research design

The design of the study is based on the research questions mentioned in the previous section. The main object in this research is participants. This is a combination of quantitative research and qualitative research. The participants are juniors majoring in English at Tay Do University. The questionnaires are delivered to students in order to survey their opinions. Also, to make the research more reliable, some students are randomly selected to answer the interview questions. Besides, the observation is also used to improve the specificity of the research. Finally, the data from the questionnaires, interview papers, and observation will be analyzed and concluded.

3.5 Research participants

The participants of this study consisted of 40 English-majored juniors from two English classes 16C, and 16B at Tay Do University. Their ages are from 19 to 20. They do not focus on speaking at high school because many of them come from rural areas or small towns. In these places, almost teachers just taught grammar (one of four main skills in English). Therefore, students do not have a chance to acquaint with speaking before going to university. For that reason, after learning speaking at school with teachers and some foreign volunteers, students have to spend a lot of time on applying some methods to improve speaking ability. "Listening to English news" is present as a good method. They have chances to use this method in class, so it may not be strange with them. However, they admitted that they hardly used this method when learning speaking English and most of them also found that their speaking was not good. For this reason, when entering Tay Do University, their levels of speaking skills are limited and they have to face up many difficulties in English-speaking as well as learning English. They will be given questionnaires and interview papers focusing on their difficulties in English-speaking to collect the data for the research.

3.6 Research instruments

The instruments of this research are questionnaires and interviews instruments. The questionnaire is only done by students to get information from students. With the research aim, the questionnaires and the interview questions checked if students found that English news could help them speak fluently. Indeed, the questionnaires intended to find out the factors affecting students' speaking ability. In order to make the study more credible, the researcher also uses observation to confirm the hypothesis faithfully.

3.6.1 Questionnaire

The research's questionnaire seemed to be the main instrument. The questionnaire consisted of 7 questions and 2 tables. Students' background would be investigated by questions 1, 2 and 7. They mentioned the participants' years of learning English. Questions 3, 4, 5 and 6 aimed to survey their attitude toward speaking skill, thoughts as well as the motivation of students toward their English speaking. Additionally, Questions 6 would show some methods that they often used in improving speaking skill.

On the other hand, the first table was about factors affecting students' speaking ability. The second table mentioned the effects of the English news on speaking skill.

3.6.2 Interview

After completing the questionnaire, the interview papers are delivered to 10 English majored juniors who are randomly selected in different classes at Tay Do University including 4 questions that mention difficulties in learning English-speaking. These interview questions also followed up the attitude, methods, thinking of students in improving their speaking skill by listening to English news.

3.7 Procedure

This research is conducted in twelve weeks and the process is divided into 4 steps as the following table:

| Duration (12 weeks) | Activities in study process |
|--|--|
| Step 1: from the 1 st week to 4 th week | Submitting the research proposal to the supervisor Correcting the research topic - Writing chapter 1, 2 and 3. |
| Step 2: from the 5 th week to 6 th week | Designing questionnaires and interview questions |
| Step 3: from the 7 th week to 8 th week | Delivering the questionnaire and interview to the students to collect the data |
| Step 4: from the 9 th week to 12 th week | Analyzing the data collected from questionnaires and interview papers. Writing chapter 4 and chapter 5. Completing the paper |

4. EXPECTED OUTCOMES

English language seems like the most popular language that people want to study much all over the world. The number of people studying English increases every day. They use it to communicate with others in many cases. From that, to be easily successful in life and be able to get knowledge from other sources, it is necessary to know how to speak English. Therefore, all the juniors majoring in English realize that speaking skill is necessary and hard to dominate in learning language. Unfortunately, to possess a good speaking skill is a big problem for students and all English majored juniors at Tay Do University are the specific example, so finding methods to building speaking skill is necessary. Hence, this research mentioned the method that could help students improve their speaking ability during learning process. It is listening to English news because by applying this method, learning speaking can be more effective, and it is able to improve students' speaking achievement. This research aims to point out the benefits from listening to English news including:

4.1 Background knowledge

Listening to English news helps students widen their general knowledge competence to contribute a successful speaking. Thanks to listening English news, they can enhance knowledge about many fields such as society, culture, health, etc, which supply them a lot of necessary information to express their ideas in speaking.

4.2 Vocabulary

Students can get a lot of new words and review old words by listening English news. They can also learn many synonyms, antonyms to improve their speaking skills. Therefore, listening English news is a method to increase vocabulary to support students' speaking skills.

4.3 Pronunciation

Benefits of listening English news helps students to get better about speaking skill. Students can learn the natural rhythm, intonation, and stress of conversational English. Listening English news, can help speed up your progress. I think listening English news is a nice way to practice and I've found that students who like to listening English news generally improve their pronunciation very quickly.

4.4 Psychological factors

Problems related to psychology are barriers that many students have to face but most of them such as fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation hinder students from speaking in

English class. The students are afraid of making mistakes in speaking English language that their mates laugh at them or looking silly in front of their mates, or even criticize them in the classroom. The fear of making mistakes has resulted in failure in speaking English language with other people.

But they can improve their English by listening English news and practicing speaking again at home so they can be more confident in their speaking skills.

Overall, based on the issues mentioned in the survey, the researcher hopes that this study will help students recognize some of the challenges in speaking and thereby find better ways to learn to speak effective English.

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