

A STUDY ON DIFFICULTIES IN PARTS THREE AND FOUR OF THE END OF COURSE ORAL TEST FACED BY FIRST YEAR STUDENTS AND SOME SOLUTIONS

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ABSTRACT

Nowadays, English is the most popular language in many countries all over the world. It is used as an official language in many fields such as economics, politics, science, technology, sports, entertainment and many others. Moreover, it has also become a compulsory subject in the curriculum of many worldwide schools, colleges and universities. However, it is not easy to study and employ a foreign language. Particularly, in all four basic language skills, Speaking skill can be considered to be a significant one which requires learners to spend very much time learning and practising and most students face difficulties when presenting their ideas as well as expressing opinions in English, especially in the End of Course Oral test. This research therefore aims at studying the first-year English-majored student's problems in taking part in Part three and Part four in the End of Course Oral test at University of Foreign Language Studies - The University of Danang. This study also tries to find out the useful strategies to help first-year students to overcome these issues. The sample of the study consisted of 100 students at Faculty of English, University of Foreign Language Studies - The University of Danang. The research uses questionnaires, interviews and documents related to the issue as the tools of data collection in order to analyse difficulties and problems encountered when students take part in Parts three and four in the End of Course Oral test of the first-year students, Faculty of English, University of Foreign Language Studies - The University of Danang. The results of this study revealed that the students at Faculty of English, UFL - UDN face many problems related to the End of Course Oral test of English Integrated Skills B1.2, particularly Part 3 and Part 4 such as Lack of Vocabulary, Lack of Grammar, Lack of Coherence and Fluency, Poor Pronunciation, Insufficient knowledge or experience on some topics, Poor Communication skills in English, Poor analytical and problem solving skills and Lack of Confidence when Speaking. This study also presented some of appropriate solutions for students to overcome these difficulties in the End of Course Oral test and improve the weakness in Speaking skill such as practicing speaking English inside and outside the classroom effectively, using the modern social media to communicate in English.

Keywords: English, speaking skill, end of course oral test, solutions, first-year students

INTRODUCTION

Rationale

It could not be denied that the English language in the whole world has become more and more important. With trends in globalization and integration today, it will be difficult to make cooperation and develop between nations without being able to understand and communicate in a foreign language. Unfortunately, in the real condition, it is also challenging for students to perform their English skills regularly, even after they have experienced learning English for about ten years or more in structured junior high school, high school, and university, because although four English skills are essential for students of all ages, although four English skills are essential for students of all ages, students seem to focus on reading and writing rather than speaking, especially, many students in high schools are taught passively by teachers. They solely concentrate on practising vocabulary, grammar with the aim of passing tests and examinations in each semester, instead of practising speaking and listening in classes. Therefore, many students, particularly first-year students, become unfamiliar with the curriculum and teaching methods when they study at universities. They tend to be afraid and lack confidence when communicating in English. In fact, achieving fluency in speaking is not easy. Students are not only demanded to use grammar correctly or have good pronunciation and vocabulary, they are also demanded to know the knowledge of how to use the language. Having a practicing environment is really significant because it not only helps freshmen improve their Speaking skill but also get good scores in the End of Course Oral test at university, where there are a lot of first-year students at the Faculty of English facing those problems with this test.

In the hope of finding out the real difficulties in the End of Course Oral test that English-majored freshmen normally face, a study entitled: " A study on difficulties in Parts three and four of the End of Course Oral Test faced by first year students at the Faculty of English - University of Foreign Language Studies - The University of Danang and some solutions" has been conducted because of all above mentioned reasons. Hopefully, this study will help students in the first year of the Faculty of English at UFL-UDN understand deeply about the issues that they have not noticed before and suggest some solutions to solve the problems and help them improve their Speaking skill in general and achieve good results in doing Part three and Part four in the End of Course Oral test in particular

Research aims and objectives

Research aims

This study aims to find out and analyse the obstacles faced by first year students at the Faculty of English, UFL-UDN in Parts 3 and 4 of the End of Course Oral Test. Additionally, the study also provides suggestions to help them achieve good results in Speaking tests as well as improve their Speaking skill more effectively.

Research objectives

The current research aims at:

1. Identifying the difficulties in preparation for the End of Course Oral test of the first-year students
2. Identifying the causes of difficulties that affect the doing Parts three and four in the End of Course Oral test of the first-year students of the Faculty of English at UFL-UDN.
3. Suggesting effective solutions to help freshmen overcome their difficulties when doing Parts 3 and 4 in the End of Course Oral test in particular and improve their English Speaking skill in general.

Research questions

The study focuses on dealing with three main questions:

1. What are the difficulties faced by the first-year students of the Faculty of English in preparation for the End of Course Oral test at the University of Foreign Language Studies - The University of Danang?
2. What are the causes of difficulties of freshmen in doing Parts three and four of the End of Course Oral test?
3. What are effective solutions used to help them achieve good results when doing Part three and Part four in the End of Course Oral test in particular and improve speaking English in general?

Scope of the Study

The research focuses on investigating, evaluating and analysing the difficulties of 100 students, Faculty of English at University of Foreign Language Studies - The University of Danang. The study emphasises the significance of Speaking skill as well as some difficulties of these students in taking part in Parts 3 and 4 in the End of Course Oral tests and learning English speaking.

LITERATURE REVIEW

Previous researches related to the study

A study conducted in a key university in Qassim, Saudi Arabia by Hamouda (2013) attempted to investigate the causes of the non- participation of first-year non-English majors students in EFL classrooms. The study's findings suggest that a huge wide variety of college students have been reluctant to respond to the teachers and remained silent in oral English language school rooms because of many reasons such as low English proficiency, fear of speaking in front of others, negative evaluation, shyness, lack of confidence and preparation, and fear of making mistakes. The study additionally indicated some strategies utilised by students to participate in the class such as rehearsing what they say and preparing the ideas and questions.

Rao (2019), a lecturer at King Faisal University, performed about the importance of Speaking skills in English classrooms. The study not only showed how the advantages, significances of Speaking skill in classes are, but also suggested some solutions in order to improve Speaking skill for students in English classes such as encouraging English learners by introducing some fun activities in the form of language games, or role-play activities to get the learners to speak in English classrooms with the aim to help students become more confident to give their opinions without being afraid of making mistakes. In addition, the author also showed that the activities such as pair or group work also enhance the learners' Speaking skills enormously since the learners get an opportunity to share their thoughts and ideas with their partners. However, this study did not provide any studying methods for students but only gave recommendations for the teachers.

Another related study with the title "Factors That Influence The Problems Faced By Students Of English Tutorial Program (Etp) In Performing Speaking At Muhammadiyah University Of Surakarta" carried out by Putri (2020) showed the factors that influence the problems faced by students of English Tutorial Program (ETP) in performing speaking at Muhammadiyah University of Surakarta, particularly find out the factors that influence students problems in performing speaking. The study's findings additionally indicated factors that have an impact on the issues confronted in speaking performance are: fear of making mistakes, fear of criticism by tutors, feeling ashamed of speaking English in front of friends, lack of motivation which prevents them from practising speaking in English.

Truong Tran Minh Nhat (2018) also examined to find out the reality of English Speaking skills practice, factors which affect the process of practice at Industrial University of Ho Chi Minh City (IUH) and also suggested some practical activities which students may apply to improve their Speaking skills outside their class. On the other hand, this research

topic mainly focuses on exploiting students in the natural sciences, specifically engineering majors, which is not really practical and suitable for foreign language students.

In the context of Vietnam, Le Thi Mai (2019) also examined the same research concern at Ba Ria - Vung Tau University where students faced challenges in English Speaking skills. The findings emphasised the factors having negative effect on students' participation in speaking class with the issues from students such as learning style, anxiety, personality and language proficiency; at the same time, lecturers' issues, namely teaching methodology, knowledge and teaching facilities. Though, this study only focuses on giving recommendations for teachers, there was no given information on suggestions in practising speaking English for students.

In another study, Vu Kieu Hanh (2020) investigated the current situation in English Communication skills of the last year students at Thai Nguyen University and provided solutions. Yet, the research still has some limitations, particularly the research subjects which are the last-year students. Therefore, there are some factors that are not completely appropriate for freshmen.

In conclusion, the entire mentioned above are related to Speaking skill, the importance, challenges as well as ways to improve speaking skill. However, none of these seem to have enough options for English learners, especially first-year students. Moreover, these studies do not mention problems as well as solutions in doing oral tests for students, which this study is aiming for. Therefore, this study is carried out in order to provide suitable suggestions for the first-year students in particular and English-majored students in general.

METHODOLOGY

Research design

To solve the research problems in this article, the author used both quantitative and qualitative research methods. Qualitative methods were used to examine students' problems when doing Part 3 and Part 4 in the End-of-Course Oral test of English Integrated Skills B1.2 (Cambridge PET Speaking test in English level B1). Quantitative methods were used to calculate the results of the survey. From the data collection and analysis, specific solutions are given to help students overcome the problems in doing Part 3 and Part 4 in the End-of-Course Oral test of English Integrated Skills B1.2.

During the process of conducting the survey by using a questionnaire, in order to make sure that the survey questions are reliable and valid, after creating a questionnaire on the basis of previous studies, the researcher carried out the survey twice. For the first time, the researcher created a questionnaire and then run a survey experiment on a small number of students, specifically about 20 students who were the participants the study intended to. In the first time, in addition to the items gave in the questionnaire, the researcher also received some other opinions from the respondents. Since then, the researcher summarized, edited questionnaire questions and organized a survey on a larger number of students, specifically 100 students at Faculty of English.

Research sample

The participants of this study include 100 students, Faculty of English, University of Foreign Languages - University of Danang. The criteria for these students are that students took part in the End-of-Course Oral test of English Integrated Skills B1.2 (Cambridge PET Speaking test in English level B1) and are selected based on random sampling, then, these students are filtered based on their scores in the End-of-Course Oral test of English Integrated Skills B1.2, namely students whose scores ranged between 5 - 9 points. Students with a score of 7 to 9 are surveyed with the aim of finding effective methods to overcome these problems in performing speaking. In addition, about 1-2 students will be chosen from random classes to carry out the survey.

Instrument and data analysis

The instruments used in this study are:

a) Questionnaire

The method aims to find out students' views and attitudes towards English speaking activities. Besides, it is possible to know the students' habits of practising speaking skills, and find out the difficulties that students faced during the end-of-the-course speaking test.

b) Interview

The interview aims to acquire more knowledge and better understanding about the research topic, the purposes of scientific research can be clearly defined. It is employed to find out students' attitudes, what they think or feel about problems in speaking English and in the end-of-the-course oral test.

The data collected from the questionnaire via the survey method will be analysed using statistical test and analysis. The researcher will import the data into the Excel software. Then, the researcher filtered and checked the data. Next, the researcher used SPSS software, which is short for Statistical Package for the Social Sciences, and it is used by many kinds of researchers for complex statistical data analysis.

Qualitative data collected from the interview will also be transcribed and described in the findings. The data were then categorized into topics related to the objectives of the study. The data of the interview would be compared with the data of the survey form to clear and specify students' difficulties and discover more information about the objective of the study.

Validity and Reliability

Validity

In this study, the survey questionnaire made is valid and it can be used to find out difficulties in taking part in Part 3 and Part 4 in the End-of-Course Oral Test faced by freshmen at the Faculty of English, UFL-UDN. The expected findings and discussions are relevant to answer the research questions. In addition, the researcher also conducted the validity test by using Microsoft Office Excel 2010 and SPSS software.

Reliability

According to Johnson and Christensen (2008), reliability refers to how consistently a method measures something. If the results that are as same as to each one achieved by using the same methods under similar circumstances, the measurement is considered reliable. In this study, the analysis of reliability of survey questionnaires in this research was measured with Microsoft Office Excel 2010 program and SPSS. The reliability of the questionnaire was tested by interviewing students in the random classes; at the same time, measured the reliability of the questionnaire by putting all the valid items into Microsoft Office Excel 2010 programs and SPSS.

After cleaning and coding the data, the researcher used SPSS software to check the reliability of the questionnaires by relying on the value of Cronbach's alpha, which provides a estimate of the internal consistency or reliability of a scale. The minimum acceptable value for Cronbach's alpha is 0.70 and the maximum expected value is 0.90; below this value the internal consistency of the common range is low.

The Cronbach's Alpha result for the questionnaire was .769 and .744 respectively. It indicated acceptable reliability.

Data collection

First of all, the survey questionnaire (Appendix A) was the instrument used to collect the data from 100 students at the Faculty of English - University of Foreign Language Studies - The University of Danang. After the students had finished answering the questionnaire, the researcher interviewed about eight - ten students whose scores in the End-of-Course Oral test of English Integrated Skills B1.2 ranged between 6 - 9 points in the random classes to specify information as well as to get their perception and opinions. The interview records were written out for analysis.

FINDINGS AND DISCUSSION

Findings

The author surveyed the students' attitudes towards Cambridge PET Speaking test in English level B1 in End of Course Oral test. The survey result showed that the majority of students (65.14%) had never taken the Cambridge PET Speaking test at English level B1 when they were in high school. This can also be considered as one of the reasons why most students have difficulty in taking part in the Speaking test of English Integrated Skills B1.2. Besides that, the research also conducted a survey of students' thoughts about difficulty of Part 3 & 4 in the form of PET Speaking test. The data are displayed in Figure 4.1 and Figure 4.2. Figure 4.1 & 4.2 shown clearly that most students have difficulty in performing Part 3 (Picture Description), accounting for about 45.72% consisting of "Quite difficult" and "difficult" and Part 4 (Discussion) with the number of 59.43% including "Quite difficult", "Difficult" and "Very difficult" in the End-of-Course Oral test of English Integrated Skills B1.2.

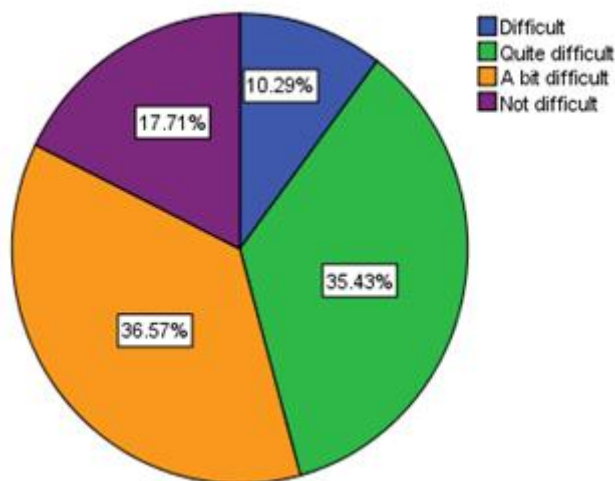


Figure 1: Students' thoughts about difficulty of Part 3 in the form of PET Speaking test

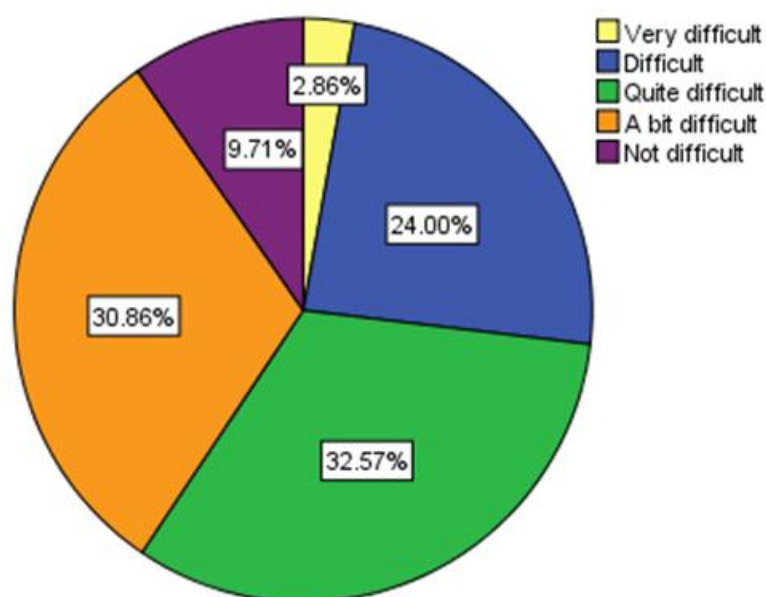


Figure 2: Students' thoughts about difficulty of Part 4 in the form of PET Speaking test

Based on the survey results, main challenges that students encountered when practising speaking English Alone in the form of PET Speaking test in order to prepare for the End of Course Oral test are summarized in Table 4.1.

Table 1: Difficulties encountered by students when practising speaking English Alone in the form of PET Speaking test

<i>Difficulties when practising Speaking English Alone in the form of PET Speaking test</i>	<i>Rate</i>
Not having an English speaking environment	57.0%
Feeling confused about the structure of the Speaking test	23.4%
Not having plenty of resources to practise speaking English	32.2%
Having difficulties in selecting suitable materials for your own level to practise speaking	57.8%
Having difficulties in identifying and correcting errors in your own speaking	69.2%
Being easily distracted when practising English speaking alone	69.7%
Not being able to manage the time for self-study and practice properly	57.1%
Not having enough motivation and getting bored quickly in the process of self-studying English effectively	64.6%

During the process of taking part in the End-of-Course Oral test of English Integrated Skills B1.2, students encountered many objective and subjective problems. Therefore, the survey questionnaire also carried out the students' problems when performing Parts 3 and 4 in the End of Course Oral test of English Integrated Skills B1.2 and collected the results in Table 4.2 below.

Table 2: Problems often encountered by students when performing Parts 3 and 4 in the End of Course Oral test of English Integrated Skills B1.2

<i>Problems often encountered by students when performing Parts 3 and 4 in the End of Course Oral test of English Integrated Skills B1.2</i>	<i>Rate</i>
Having a limited vocabulary which causes difficulty in expressing in sentences	85.1%
Misusing some basic grammatical structures in the Speaking test	62.9%
Not being able to expressing ideas smoothly, often having unnatural pauses when Speaking	78.3%
Having poor listening and analytical skills, not being able to fully understand the opinions of the partner / examiner, which lead to off-topic answers	54.0%
Feeling confused due to having insufficient knowledge or experience on some topics or not practising thoroughly	77.1%
Having difficulties in finding out the main ideas for the Speaking test, particularly picture description	69.0%
Spending too much time on the discussion, not paying attention to the time	53.2%
Being too focused on giving opinions and forgetting to develop a conversation with your partner	54.2%
Not knowing how to develop a conversation between you and your partner	64.6%
Having pressure in the exam room, being nervous and lacking confidence speaking	73.1%

Solutions (Part 3 and 4)

The solutions for First-year students to improve performance in doing Part 3 and Part 4 in the End of Course Oral test of English Integrated Skills B1.2 are described as the following:

Solutions for students to do part 3 of the speaking test in PET (Picture Description): How to do part 3 of the speaking test in PET (Picture Description)?

Before starting describing, students need to look at the picture, the scene and answer the following 4 questions:

- a) What is the subject of the picture (mainly people)? How many?
- b) What is the subject's action?
- c) What is the expression of the subject in the photo?
- d) What is the relationship between subjects if it is a group?

For the above questions, students only need to think in their minds; At the same time, students also need to find phrases to describe the action taking place in the picture. The description process should include the following four steps:

Step 1: Determine where the context of the picture is

- This is the picture taken in + Noun (Location)
- This is the picture of ...
- It looks like it's in + Noun (Location)
- This picture shows ...

- This picture was taken in/on/at...
- In this picture, there is/are ...
- In this picture, I see ...

Step 2: Describe things around in the picture (Describe the left, right, front and back of the picture)



- *Picture directions*

1. 'In the top left corner ...'
2. 'In the top right corner...'
3. 'In the bottom right corner...'
4. 'In the bottom left corner...'
5. 'In the middle ...'
6. 'In the foreground...'
7. 'In the background...'
8. 'in the middle on the right...'

Example:

- In the background, there are some white cupboards.
- In the middle, there are three people making salad happily.
- In the middle on the left, there is a window and a sink.

- *Preposition of places*

On, In, Next to, Behind, In front of, Under, Behind, Between...and...



Example:

- There's a window next to the cupboards
- There are some tomatoes in the bowl
- There is a toaster under the white cupboards

Step 3: Identify and describe the most prominent detail in the picture (Commonly describing the people)

- *Describe the people*

- What are they wearing?
- What do they look like? (Including describing Height/Build, hair and general appearance)
- What is their relationship?
- What are they doing?
- Where are they?
- Why are they there?

Example: In the middle, there is a woman wearing a floral print long sleeve shirt. She looks like a middle-aged woman. She has long, dark blonde hair. It seems that she is the mother of the little girl sitting next to her. She is mixing salads with two wooden spoons.

- *Speculating*

- Must + infinitive

Example:

- They must be a happy family.
- They must be in the kitchen.

- Could/May/might + infinitive

Example:

- They may be preparing for lunch

Step 4: State your feelings about the picture

- All in all/ Overall, it looks like/seems + adjective.
- ...looks + adjective.
- ...seems to be + adjective...

- I think/guess...
- There must be

Solutions (Part 4 Speaking test in PET)

In part 4 of the test, students will need to talk to their partner again. They both will need to give opinions, and talk about their likes / dislikes, preferences, experiences, habits, etc. In this part, students are expected to have a general conversation with their partner, take it in turns to speak, ask their partner's opinion, respond to what their partner has said, and finally, show interest in what their partner has said.

When giving opinions, three points should be considered below:

- Always involve the partner
In Speaking Part 4, the interaction is one of the main marking criteria in the PET Speaking exam. That's why students should always make sure to take turns, put in some useful language and balance out their talking time. Therefore, after giving opinions, students should ask their partner for their opinion, invite their partner to share their view and respond to what they say.
- Listen to the partner
The way students interact with their partner is one of the most important factors in Speaking Part 4. The problem is that interaction always goes in two directions. One person speaks and the other one listens. In the exam, it is necessary for students to listen actively to their partner and refer to what they say in your reply.
- Develop and Join ideas together
In addition to focusing on interacting with the partner, to get a good score in the Discussion part, students should remember to use specific Vocabulary and know how to add ideas to their answers when giving their views.

Structures often used when doing Part 4 (Discussion)

Useful phrases used in Part 4 can be divided into different groups as follows:

For Giving your opinion	For Asking your partner's opinion	For Agreeing	For Disagreeing	For Partly agreeing
<ul style="list-style-type: none"> • In my view,... • In my opinion... • From my point of view,... • I think... I don't think • As far as I'm concerned... • The way I see it... • I would say that... • It seems to me that... • I am of the opinion 	<ul style="list-style-type: none"> • What do you think about that? • How about you? • What's your opinion/view? • What's your idea? • What are your thoughts on all of this? • How do you feel about that? • Do you have anything to say about this? 	<ul style="list-style-type: none"> • Yes, I agree.. • That's right! • Absolutely! • Exactly! • Me too! • I totally agree! • I see exactly what you mean! • You're right. That's a good point. • I am of the same opinion. • I am with you. • I approve of 	<ul style="list-style-type: none"> • I disagree • I don't agree! • I totally disagree! • I'm not sure about that. • I don't think so. • I'm afraid I disagree. • (strong) I'd say the exact opposite. • That's not always true. • That's not always the case. 	<ul style="list-style-type: none"> • It is only partly true that... • That's true, but... • That seems obvious, but... • I agree with you in part, but... • Well, you could be right. • We don't seem to be in complete agreement...

<p>that..</p> <ul style="list-style-type: none"> • Speaking personally... • As I see it... • From my perspective ... • Personally, I think... • What I mean is... • As for me / As to me, ... • I hold the opinion/view that... 	<ul style="list-style-type: none"> • Do you agree? • Wouldn't you say? 	<p>it.</p> <ul style="list-style-type: none"> • I completely / absolutely agree with you. • I couldn't agree with you more. • I feel the same. • I have to side with you on this one. • I hold the same opinion. • I really think so. 		
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Some materials for students to practise Part 3 and 4 of the Speaking test in PET

In order to get good results for the Final Speaking test, students not only need to understand the structure of the test, but also practise a lot before the exam. Below is a list of effective Cambridge PET exam preparation materials for students.

The first is the book "B1 Preliminary 1 For The Revised 2020 Exam" which is an English book dedicated to the Cambridge PET exam preparation, published by Cambridge University, including 6 sample tests. The sample tests have been carefully written and checked by the PET Examination Council, helping learners improve their knowledge and skills and become more confident when taking part in the PET exam.

- Download link for B1 Preliminary 1 For The Revised 2020 Exam:

<https://drive.google.com/file/d/1VIV94Tq9dgJZ8-Rt1nObn8nWvdi1oGN4/view>

The second is the book "Cambridge Preliminary English Test". It has 8 books: PET 1-8. This book series helps students familiarise themselves with PET exam formats (Including 4 skills: Listening, Speaking, Reading, and Writing). The answers are also mentioned at the end of the book. Practice tests provide learners with the opportunity to familiarise themselves with the PET exam and prepare thoroughly for the Speaking test in pairs.

- Download link for Cambridge Preliminary English Test:

<https://drive.google.com/drive/folders/115nh8yZCcWboby1uV5EBfXBH-cTUK4cd>

The third is the book "Cambridge Exams Extra PET". This is also the book published by Cambridge. The book includes 4 PET tests from Cambridge ESOL with additional instructions and test tips. "Cambridge Exams Extra" is a new series of books that provide Cambridge ESOL tests along with loads of additional material for classroom use or for self-study. This book is helpful exam overview and instruction on how to tackle each part of the test.

- Download link for Cambridge Exams Extra PET:

https://drive.google.com/file/d/1527jFfTXRryzXI_rbrXLARB6wft4eApc/view

CONCLUSION

Summary of Findings

This chapter is the final part of the study, which reviews the whole study with the summaries of main findings, followed by implication and suggestion for the future study.

The course paper is conducted to investigate the issues that first-year students at the Faculty of English encounter while doing Parts three and four of the End of Course Oral test and suggest particular solutions to deal with these problems. From analysing the results of the questionnaire and interview, it can be seen that a very large majority of students said that Part 3 and 4 in the End of Course Oral test of English Integrated Skills B1.2 (Cambridge PET Speaking test in English level B1) are relatively difficult.

This research indicated the difficulties which students at the Faculty of English, UFL - UDN often encountered in preparing for the End of Course Speaking test of English Integrated Skills B1.2. Firstly, before taking part in the End of Course Oral test of English Integrated Skills B1.2, some students still feel confused about the structure of the Speaking test. Secondly, students face the difficulty in searching and choosing the suitable materials for their levels. Thirdly, students cannot find an English speaking environment. Fourthly, they do not know how to identify and correct errors in their own speaking. Fifthly, most students are often easily distracted when practising English speaking alone. Besides, they are not good at organising the time for self-study and practice properly. Finally, they do not often have enough motivation and get bored quickly in the process of self-studying English effectively.

In addition, the findings of the survey also showed the mistakes faced by the students at Faculty of English, UFL - UDN when performing the End of Course Oral test of English Integrated Skills B1.2, particularly Part 3 and Part 4 in the End-of-Course Oral test. The mistakes that students often encounter when doing both these parts can be summarised as follows: Lack of Vocabulary, Lack of Grammar, Lack of Coherence and Fluency, Poor Pronunciation, Insufficient knowledge or experience on some topics, Poor Communication skills in English, Poor analytical and problem solving skills and Lack of Confidence when Speaking.

From the result analysis, I have suggested particular solutions to help students overcome problems in doing Part 3 and Part 4 in the End of Course Oral test of English Integrated Skills B1.2 (Cambridge PET Speaking test in English level B1) by proposing some useful methods which students can employ when doing Part 3 and Part 4. Besides, the study also recommends some solutions to improve English Speaking skill for students at the Faculty of English, UFL - UDN.

Implications

Based on the research findings and discussion toward difficulties in doing Part 3 and Part 4 in the End of Course Oral test of English Integrated Skills B1.2 (Cambridge PET Speaking test in English level B1) for students at the Faculty of English, some implications would be given.

For students, the research provides them with beneficial activities, websites and applications to practise and enhance their spoken English. At the same time, this study is considered as feedback and motivation for them to become more confident when giving their opinions or oral presentations in public in English and help them enhance their knowledge, skills and attitudes to English. This paper also recommends that students should have good preparation before their tests and examinations. The students should improve their self-study abilities, which create a good motivation and have a specific study plan for learning and practising English Speaking skills. Besides, in order to deal with the mistakes faced by students in doing Part 3 and Part 4 of the End-of-Course Oral test of English Integrated Skills B1.2 (Cambridge PET Speaking test in English level B1), the research suggest some necessary materials and particular methods for students to improve their performance and get good results when taking part in Parts 3 and 4 in the End of Course Oral test of English Integrated Skills B1.2. Also, through the study, learners will have a better understanding of strategies and methods when taking part in oral speaking tests.

For teachers, the results of this study are also advantageous to English teachers for introducing reference materials. The paper helps them to further understand students' issues when doing Part 3 (Picture description) and Part 4 (Discussion) in the End of Course Oral test of English Integrated Skills B1.2 so that they can make the right choice of teaching methods, which help students improve their achievement in speaking English. From the research, teachers are able to plan strategies for boosting students' Speaking skills like providing a lot of topics and tasks related to picture description and organise group discussion in class and after school. The teachers should introduce and guide the structure of the Cambridge PET Speaking test for students before the End of Course Oral test and recommend relevant reference materials whose sources are reliable and editions are new updates. In class, it is necessary to strengthen the interaction between the teacher and the students for supporting and correcting students' mistakes when speaking. Moreover, the teachers should encourage and instruct improving students' self-learning ability for learning and practising English speaking.

Finally, the study may be a reference material for those who would like to research to and develop the same the topic as this study. Moreover, it is a good chance for student to have experience to carry out scientific research and improve English Speaking skill.

Suggestion for further studies

For future researches, the researcher would like to give three suggestions as follows:

- a) Due to the limitation, the study was only conducted with a small sample population and could not cover all aspects of the study. Therefore, further studies should expand the scope of research for a wider range of students.
- b) There is a need for further studies on the design of supplementary materials, as well as studies on the application of different software to support students' practising English Speaking skills.
- c) The solutions to solve the problems often faced by students when participating in the Speaking tests need to be studied more deeply and experimented with specific subjects in order to maximize efficiency to the practice process and help students achieve better results in the Speaking tests in the future.

Limitations of the Study

The study has three limitations:

1. Limitation of time: The study is carried out and applied during covid-19 pandemic.
2. Limitation of place: The study is only applied and carried out at UFL-UDN.
3. Limitation of subject: The study only focuses on the first year students at the Faculty of English which account for a small number of students at UFL-UDN.

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