



TEACHING SPEAKING IN IMPROVING STUDENTS' MOTIVATION AND STUDENTS' PERFORMANCE AMONG CAMBODIAN ENGLISH PRIVATE SECONDARY SCHOOLS

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Abstract: This study aimed to explore the influence of student motivation and student performance through teaching speaking skills and the benefits of private instruction among secondary school students in one private school in Phnom Penh, Cambodia. Several significant drawbacks for students learning English speaking skills affect their motivation and performance. Students lose confidence in producing vocabulary and structure in their speaking. This research uses quantitative methods. Correlation coefficient and P-value are applied to measure the effect of each variable. Student motivation and performance findings are well related to learning English speaking skills based on a statistically significant positive correlation between speaking teaching and student motivation $r = 0.64$ with vital statistical significance ($p < 0.01$). Also, a statistically significant positive correlation exists between teaching English speaking and student performance; $r = 0.78$, with vital statistical significance ($p < 0.01$). In addition, a positive correlation between teaching English speaking and student motivation is statistically significant. $r = 0.43$, with a high level of statistical significance ($p < 0.01$). The main findings show a correlation between speaking skills, student motivation, and corresponding student performance. For further studies, it could investigate critical variables such as teaching spoken English to students. In addition, if possible, the new theory adapted should be self-theory, goal theory, or mixed methods by increasing the sample size and target locus.

Keywords: Motivation, Performance, Speaking

Abstrak: Tujuan dari penelitian ini adalah untuk mengeksplorasi pengaruh motivasi siswa dan kinerja siswa melalui pengajaran keterampilan berbicara dan manfaat pengajaran privat di kalangan siswa sekolah menengah di salah satu sekolah swasta di Phnom Penh, Kamboja. Ada beberapa kelemahan utama bagi siswa yang mempelajari keterampilan berbicara bahasa Inggris yang memengaruhi motivasi dan kinerja mereka. Siswa kehilangan kepercayaan diri dalam menghasilkan kosa kata dan struktur dalam berbicara mereka. Penelitian ini menggunakan metode kuantitatif. Koefisien korelasi dan P-Value diterapkan untuk mengukur efek dari masing-masing variabel. Temuan motivasi dan kinerja siswa berhubungan baik dengan pembelajaran keterampilan berbicara bahasa Inggris berdasarkan korelasi positif yang signifikan secara statistik antara pengajaran berbicara dan motivasi siswa $r = 0,64$ dengan signifikansi statistik yang kuat ($p < 0,01$). Juga, ada korelasi positif tinggi yang signifikan secara statistik antara pengajaran berbicara bahasa Inggris dan kinerja siswa; $r = 0,78$, dengan signifikansi statistik yang kuat ($p < 0,01$). Selain itu, terdapat korelasi positif yang baik antara pengajaran berbicara bahasa Inggris, dan motivasi siswa yang signifikan secara statistik. $r = 0,43$, dengan tingkat signifikansi statistik yang tinggi ($p < 0,01$). Temuan utama menunjukkan bahwa ada korelasi antara keterampilan berbicara, dan motivasi siswa, dan kinerja siswa yang sesuai. Untuk studi lebih lanjut, dapat menyelidiki variabel kunci seperti mengajar berbicara bahasa Inggris kepada siswa. Selain itu, teori baru yang diadaptasi harus berupa teori diri, teori tujuan, atau metode campuran, jika memungkinkan, dengan menambahkan ukuran sampel dan meningkatkan tempat sasaran.

Kata Kunci: Motivasi, Kinerja, Berbicara

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INTRODUCTION

As English is one of the most widely used and available languages in the world, with most students using it as a global language, as shown by language skills being used as estimates of language comprehension, one of the four skills is speaking. As an international language, English is the most important in the world (Sadikin, 2016; Yulis, 2017).

Background of the Study

English is spoken in Cambodia and is considered a common language for daily use in neighboring countries for communication. English is recognized and is the most important in Cambodia now, and most documents are in English (Igawa, 2008). Speaking is toward structure and sharing, which means verbal and non-verbal use in a combination of settings. In the future, speaking will be a fundamental part of teaching and learning. On the other hand, a student's oral skill should naturally be engaged in any condition for accuracy and recognition, which is the goal required after speaking limitation (Chaney, 1998; Brown, 2001; Sinari, 2015). For the speaker to be noticeable, the students should master recognition and accuracy and be aware of their level of English speaking so that the teacher understands how to teach it successfully. There have been a few improvements in proficient speaking. In terms of the process of teaching speaking, it has been shown that thinking about frameworks such as guided descriptions and the use of some card activities, good speech and speaking exercises show students' speaking. Students argue that students practice speaking, stating that they demonstrate in front of the class and provide the speech, allowing them to become more powerful and confident speakers (Swastika, 2013).

Statement of Problem

Igawa (2010) has shown a lack of research on the impact of English language teaching on Cambodian students, especially the impact of English language teaching on secondary school students. The teaching needs the attention of each student, who may have their own phonics and phonetics limitations and problems. It makes giving instructions a monotonous procedure. Instead of different skills for speaking, the difference is crucial for the input. In this way, speaking assessment is time-consuming and unreasonable (Miller, 2001). Linguistic communication includes short and weak pronunciations. It is illustrated by the indefinite use of words and expressions in a phonetic arrangement structured like a language structure and a cover between one speaker and speaking. The instructions seem unthinkable (Nandan, 1989; Hall, 1993; Nuna, 2005). Although students may gain confidence in using a new language by being allowed to edit their language, their language will still be misrepresented. Uncertainty, some students find engaging in their unwilling acts difficult when discussing the following language. Notable problems are phonetic connectivity, structural problems that differ from the mother tongue and the inability of students to perform weak forms. Speaking in terms of the needs of the speakers is always compact. However, helping students build oral communication skills is remarkable, even when large classes or difficult circumstances are present (Torky, 2006).

Research Objectives

To determine student motivation and performance through teaching speaking at private schools in Phnom Penh, Cambodia.

Research Questions

Is there any determining or relationship between student motivation and student performance through the speaking teaching of secondary school students in Phnom Penh, Cambodia?

Statement of the Hypotheses

There is no relationship between teaching speaking and student motivation and student performance.

Theoretical and Conceptual Framework

The theoretical framework of Second Language Acquisition (SLA), Self-Determination Theory, Generalizability theory of speaking, Self-determination theory (SDT) on motivation, and Constructivism theory of performance are shown in Figure 1 below.

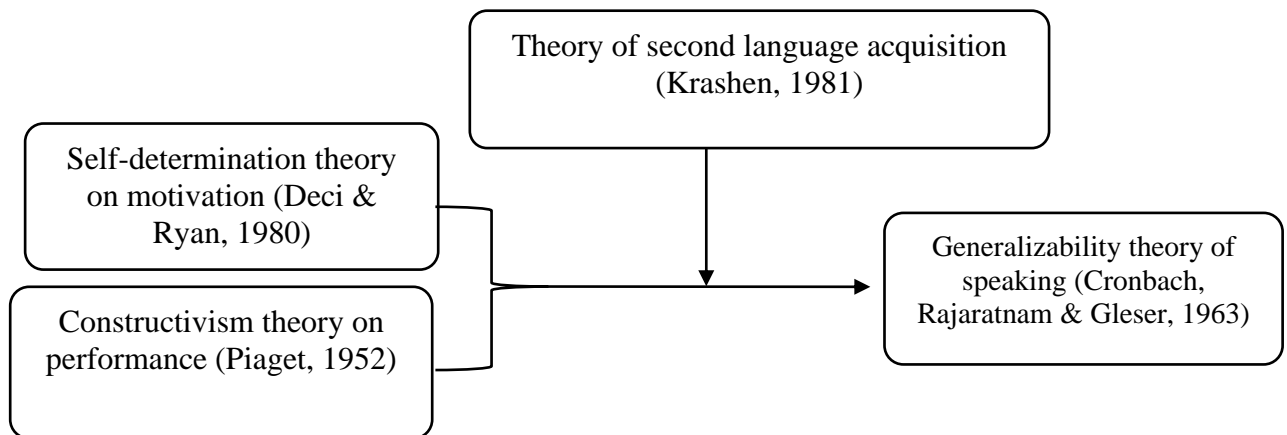


Figure 1. Theoretical Framework

Research Framework

The research has two dependent variables, student motivation and performance, that depend on one independent variable: teaching speaking.

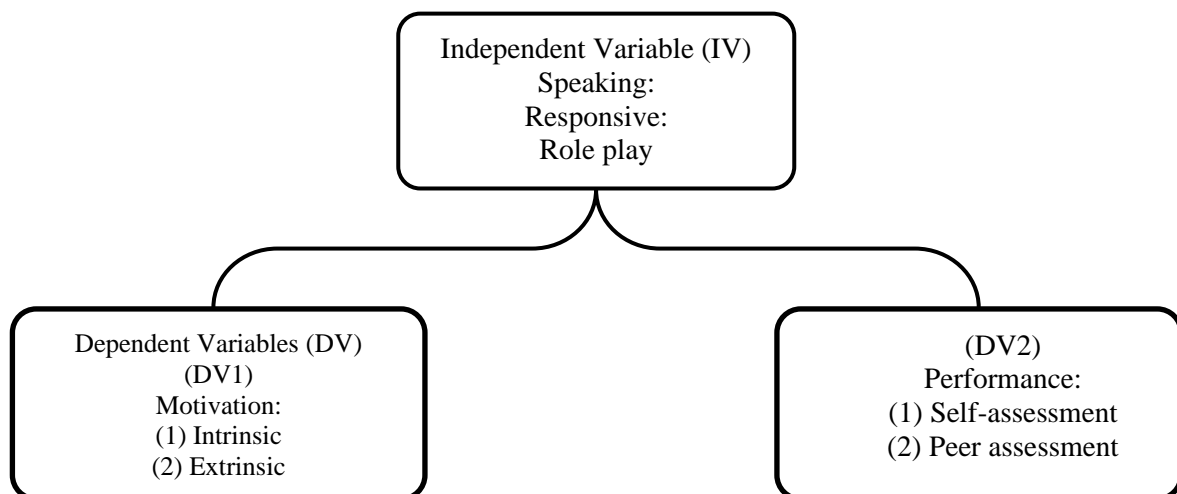


Figure 2. Research Framework

The researcher drew a theoretical framework based on what has been reviewed in the literature review chapter. However, the researcher adopted only two of them: strength and generality—to conclude this study. According to Figure 1, the self-determination theory is empirically based. At the same time, the flow theory also correlates with the self-efficacy theory. In short, self-determination theory strongly correlates with generalizability theory in second language acquisition (SLA).

LITERATURE REVIEW

This chapter provides a review of the literature related to the current studies in the area of teaching speaking to improve student motivation and student performance. In addition, the research-associated factors and research theories have been presented in this chapter.

Education System in Cambodia

After the fall of the Khmer Rouge regime in January 1979, the government retained vital government officials to establish a speaking structure without a plan (Kiernan, 1982; Mysiitc, 1988; Ayres, 2000). The guidance and the speaking sections are included with the money involved and the help obtained from the speaking. The introduction of the completed guidance is not focused on modernizing the structure to reach the next step of globalization but on shifting the political framework from the state economy to making money-related markets. The grades organizing system, established in 1979, shortly after the fall of the Khmer Rouge regime, reached from elementary to secondary class in 1996. This way, the government will regulate spending and education at all levels (Chansopheak & Chapman, 2009).

Cambodia has a teaching base that is ready to be structured. Unnecessary demand for teaching has prompted Cambodia to reduce the need for students to become teachers' assessments. The Ministry of Education, Youth, and Sport identified the need for additional teaching. It developed a basic teaching plan based on the guidelines (12 years of teaching with two years of preparatory teaching in the neighboring city and 9 years of crucial preparation with two years of preparatory teaching in rural and remote areas). The foreign school may have completed the class theory and high school teaching followed by the educational system, including higher education and one year of readiness at the National Institute of Education (NIE) (Benveniste et al., 2008). Conditions for teaching in natural and remote areas have improved as a result. According to Stanfill (2016), the great demand for teachers in these remote areas is 12, while about 66% have a grade 9 in their class (Benveniste et al., 2008).

Education Secondary Level in Cambodia

The Ministry of Education, Youth, and Sport (MoEYS) is responsible for the development and planning of a balanced national concept known as the common areas and the two areas of decentralized structures. Cambodia extended the introduction of the 10-year system to a 12-year from 1979-1986 and 10-year from 1986-1996. A comprehensive guide is being implemented, including changes to the five-year education strategic plan incorporating the student national education strategic plan. Eighteen provincial teaching colleges were established for secondary education preparation, six

general teaching preparatory schools for setting up teaching centers, and the National Institute for Educational Instructional Assistants. So, these foundations have improved the number and skills of trainees in teaching. Developing innovative strategies to address the ongoing absence of qualified teaching methods in rapid comprehensive teaching gets ready for teaching selected from minority systems. Furthermore, a group teaching framework, job support for task preparation, and reward programs among speakers are designed to expand student enrollment and levels of student stability (Bunlay et al., 2010).

English Education in Cambodia

Without any doubt, English-speaking skill is essential for students who want to drive better (Alfallay, 2004). In addition, Richard (2008) places the majority of English as a requirement, and Saylor and Carroll (2009) place it as an essential part of English as a Foreign Language (EFL). Saylor and Carroll (2009) stated that speaking skill is the most essential ability students need to support because it is the best communication method. Ignoring the importance of students, they face many problems in learning and practicing communication. Tuon and Mai (2015) found that students' speaking problems were restricted to inadequate presentation of data, not high-club speaking, and the need for language effects. Leong and Ahmadi (2017) recognized the restriction as the best way for students to speak English. EFL students are repeatedly passionate when teaching, are reluctant to prepare for misunderstandings and are not embarrassed by the thought of a classmate when speaking. In addition, Lestari (2019) and Sequeira (2012) state that language classes are challenging and there is student pressure. Together, those factors lead to narrow club speaking in academic texts because all students are unwilling to speak up. Also, Hadidah (2016) acknowledged students' psychological problems in speaking, the need for reassurance, stress, anxiety, dissatisfaction, and dislike (Leong & Ahmadi, 2017).

Speaking

Speaking is a productive and expressive skill of observation, and these observations are covered by the clarity and adequacy of the primary utterance of speaking in terms of the continuous quality and accuracy of age-appropriate speaking (Sheth, 2016).

Type of Speaking

The basic types of speech are as follows: extensive, imitative, responsive, interactive, and intensive. The first type, associated with speaking in the spectrum types of speaking, weakens the ability to repeat a word or possibly a sentence. The foreign type is more intensive. The foreign type of speaking most often used in the assessment context is the production of short speaking, designed to demonstrate competence in a small group of grammatical, phonological, linguistic or phonetic relationships. The type is responsive. The fourth type is interaction. The quality of being responsive and resourceful is in the long and complex range of collaborative efforts. It will not be time-saving, but has reinforced many changes and individuals. Connections can be of two types: value-based language connections with explanations behind information exchange or conversions with the motivation to maintain speaking associations. Then, larger tasks include speaking, oral presentations and describing, during which access to many contacts with

the student is remarkably central to the response to non-verbal or blocked speaking (Fauziah, 2015; Kirkic, 2019).

Responsive

Responsiveness is the central purpose of this class, which is complete with the speaking level of oral age. It has nothing to do with student understanding (Brown, 2004). Among the students' work is to look for what is in the students' story tools, such as applying a specific expression or accent to an activity called tiredness (Fitria, 2013).

RESEARCH METHODOLOGY

This chapter presents the research methodology for this study. It describes the research design, the research variables, the population and the sampling, the research tools, the pilot study, the data analysis, the study procedures, the research procedures, the data collection, and the research conclusion.

Research Design

This study applied the Quantitative method because of the research gap in chapter two, which suggested this topic. Quantitative examination and techniques explicitly depend on mathematical information that can be changed into usable statistics. Quantitative techniques are regularly identified with the optimistic worldview, where the positive accepts that only a solitary quantifiable reality exists (Omarsson, 2017).

Research Procedure

The research procedures for this research include teaching students the procedure based on the pilot study results. However, some of these changes have been adapted as extrinsic conceptual research.

Step 1: Explain

Giving clear instructions to all respondents

Respondents are questioned to answer the questions related to learning to speak.

Step 2: Give the questionnaires

Respondents of private schools.

Step 3: Answer the questionnaires

Respondents will be asked to complete the questionnaires.

Step 4: Do the peer-assessment

Respondents observe each other in terms of peer assessment. Offering the material in the class with straightforward tasks for respondents to the questionnaires prepared.

Step 5: Collect the questionnaires

The researcher collects the questionnaires from the respondents. The researcher has to check the number of questionnaires.

Data Collection

The questionnaire was used to get information on (EFL) speaking in a private secondary school on student motivation and performance.

Data Analysis

The data was analyzed using the (SPSS) tool available in version 23. Designed items are analyzed statistically, and the frequency, individual, and importance of

respondent classification for the lexical scale are computed. Items are spoken through descriptive statistics.

Target Population and Sampling Strategies

This study was conducted at one of the best private secondary schools in Phnom Penh City, Cambodia. As indicated by Israel (1992) and Singh & Masuku (2014), to achieve an ideal degree of accuracy, almost the whole population must be sampled in small groups. At the point when the population is 500, the sample size is 100 depending on $\pm 10\%$ of the helpful degree of exactness. Many researchers add 10% to the sample size to accommodate those who cannot be contacted, as sample size determination processes suggest the number of responses that must be gathered (Israel, 1992; Singh & Masuku, 2014). According to the preceding authors, the sample size usually increases by 30% to account for no response.

Table 1. Population and sampling

Size of Population	Sample Size (n) for precision (e)	
	$\pm 5\%$	$\pm 10\%$
500	222	83
1,000	286	91
2,000	333	95
3,000	353	97
4,000	364	98
5,000	370	98
7,000	378	99
9,000	383	99
10,000	385	99
15,000	390	99
20,000	392	100
25,000	394	100
50,000	397	100
100,000	398	100
>100,000	400	100

Research Instrument

The study used a questionnaire as a tool. The questionnaire is in both English and Khmer versions. The student's administration of the questionnaire was considered most appropriate for collecting data in this study. Data collection is carried out confidentially and privately. The questionnaire was administered directly to the participants. The questionnaires were personally distributed to the respondents through Google Forms. Since COVID-19, all schools and universities were in lockdown, so the researcher could not collect the data physically in an authentic setting.

Pilot Study Procedure and Pilot Study Cronbach Alpha

The pilot study was conducted with 30 students learning English at a private secondary school. The survey was introduced to any issue that respondents could make mistakes (Beach et al., 2005).

Table 2. Reliability test of speaking on student motivation and student performance

Variables	Cronbach's Alpha	Number of items
Teaching Speaking	0.900	N of Items: 20
Student Motivation	0.713	N of Items: 8
Student Performance	0.890	N of Items: 12

Statistical Results/Tools

This research will use correlational research. Correlation studies are to determine the relationship between the two variables: students' motivation and their achievement in speaking comprehension (Ningrum & Matondang, 2017).

Table 3. Mean and std. deviation of student motivation and student performance

0.90 < r < 1.00	Very high correlation
0.60 < r < 0.80	High correlation
0.40 < r < 0.60	Good correlation
0.20 < r < 0.40	Low correlation
0.00 < r < 0.20	Very low correlation

P-Value: Sometimes the P-value is very small, expressed as P 0.0001 or approx. The above method can be applied to a small P-value. The P setting equals the value; if it is less, the statistics will be too small, the standard error will be too large, and the result will be too large. It is not a problem as long as we remember that the estimate is better than the proposed interval. Things got harder when the researcher was told that $P > 0.05$ or the difference was insignificant. If the researcher applies the method described here using $P = 0.05$, the confidence interval will be smaller. Researchers must remember that estimates are lower than the calculated trust intervals (Altman & Bland, 2011).

Table 4. P-value

P-VALUE	Interpretation
$p \leq 0.01$	Strong evidence against H_0 or the result is highly significant
$0.015 < p < 0.05$	Moderate evidence against H_0 or the result is significant
$0.05 < p < 0.10$	Strong evidence against H_0 or the result is marginally significant
$p > 0.10$	There is little or no evidence against H_0 , or the result is insignificant

The P-value of the observed value of a test statistic is considered the rule of evidence against a worthless hypothesis that proves significant evidence. It is true, but the P-value is conditional on data from a specific experiment and, therefore, relevant for that

particular experiment. If one wants to compare p values from different experiments or even incorporate evidence into them, as in meta-analysis, one has to consider their distribution properties (Kulinskaya, 2010).

FINDINGS AND DISCUSSION

This chapter showed that the data relied on research hypotheses. The researcher used the information gathered in the Statistical Package for Social Sciences (SPSS) 23 with Correlation Coefficient and P-Value to measure the research hypotheses presented in the tables and discover the study's outcome.

Demographic Data

Table 5. Gender, age, enrollment and grade

Respondents	Description	No. of respondents	Percentage %
Gender	Male	35	35
	Female	65	65
	Total	100	100
Age	14-16	67	67
	17-22	31	31
	23-26	2	2
	Total	100	100
Enrollment	Private School	100	100
	Total	100	100
Grade	10	54	54
	11	20	20
	12	26	26
	Total	100	100

Research Findings Based on Research Hypotheses

The correlation coefficient is the relationship between independent variable (IV) Teaching speaking and dependent variables (DVs) student motivation and performance.

Table 6. Teaching speaking (role play) and student motivation (intrinsic and extrinsic)

Variables	Correlation Coefficient	P-Value
Teaching Speaking (Role Play) Student Motivation (Intrinsic and Extrinsic)	0.58	0.00

Note: Correlation is significant at the 0.01 level (2-tailed).

In Table 2, the correlation coefficient of teaching speaking (Role Play) and student motivation (Intrinsic and Extrinsic) were $r=0.58$ with P-value ($p<0.01$). $r = 0.58$ was a good positive correlation with a strong statistically significant ($p<0.01$). Therefore, the correlation coefficient was meaningfully different from zero, and the P-value was statistically significant.

Table 7. Teaching speaking (role play) and student motivation (intrinsic)

Variables					Correlation Coefficient	P-Value
Teaching Speaking (Role Play) Student Motivation (Intrinsic)					0.43	0.00

Note: Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of teaching speaking (Role Play) and student motivation (Intrinsic) were $r=0.43$ with a P-value ($p<0.01$). $r = 0.43$ was a good positive correlation with a strong statistically significant ($p<0.01$). Then, the correlation coefficient significantly differed from zero, and the P-value was statistically significant in Table 3.

Table 8. Teaching speaking (role play) and student motivation (extrinsic)

Variables					Correlation Coefficient	P-Value
Teaching Speaking (Role Play) Student Motivation (Extrinsic)					0.64	0.00

Note: Correlation is significant at the 0.01 level (2-tailed)

The correlation coefficient of teaching speaking (Role Play) and student motivation (Extrinsic) were $r=0.64$ with a P-value ($p<0.01$). $r = 0.64$ was a high positive correlation with a strong statistically significant ($p<0.01$). As a result, the correlation coefficient was considerably different from zero in Table 4, and the P-value was statistically significant.

Table 9. Teaching speaking (role play) and student performance (self-assessment and peer-assessment)

Variables					Correlation Coefficient	P-Value
Teaching Speaking (Role Play) Student Performance (Self-Assessment and Peer-Assessment)					0.78	0.00

Note: Correlation is significant at the 0.01 level (2-tailed).

Table 9 of the correlation coefficient of teaching speaking (Role Play) and student performance (Self-Assessment and Peer-Assessment) were $r=0.78$ with P-value ($p<0.01$). $r = 0.78$ was a high positive correlation with a strong statistically significant ($p<0.01$). Therefore, the correlation coefficient significantly differed from zero, and the P-value was statistically significant.

Table 10. Teaching speaking (role play) and student performance (self-assessment)

Variables					Correlation Coefficient	P-Value
Teaching Speaking (Role Play) Student Performance (Self-Assessment)					0.61	0.00

Note: Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of teaching speaking (Role Play) and student performance (Self-Assessment) was $r=0.61$ with a P-value ($p<0.01$). $r = 0.61$ was a high positive correlation with a solid statistically significant ($p<0.01$) in Table 6. Thus, the correlation coefficient significantly differed from zero, and the P-value was statistically significant.

Table 11. Teaching speaking (role play) and student performance (peer-assessment)

Variables	Correlation Coefficient	P-Value
Teaching Speaking (Role Play) Student Performance (Peer-Assessment).	0.60	0.00

Note: Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of teaching speaking (Role Play) and student performance (Assessment) was $r=0.60$ with a P-value ($p<0.01$). $r = 0.60$ was a high positive correlation with a strong statistically significant ($p<0.01$) in Table 7. So, the correlation coefficient was significantly different from zero, and the P-value was statistically significant.

Table 12. The Summary relationship between teaching speaking (Role Play), Student motivation (Intrinsic and Extrinsic) and Student performance (Self-Assessment and Peer-Assessment).

Variables	Roleplay	Intrinsic	Extrinsic	Self-Assessment	Peer-Assessment
Roleplay	-	0.43*	0.64*	0.61*	0.60*
Intrinsic	0.43*	-	0.58*	0.55*	0.57*
Extrinsic	0.64*	0.58*	-	0.59*	0.68*
Self-Assessment	0.61*	0.55*	0.59*	-	0.78*
Peer-Assessment	0.60*	0.57*	0.68*	0.78*	-

Note: Correlation is significant at the 0.01 level (2-tailed).

* $p<0.01$

Discussion

The discussion is based on research hypotheses to reflect the relationship between teaching speaking, student motivation, and student performance.

Summary of Results

The findings showed that student motivation and performance positively correlated with teaching speaking. Based on Correlation Coefficient analysis, there was a statistically significant positive correlation between teaching speaking (Role Play) and student motivation (Extrinsic), which were $r=0.64$ with a strong statistical significance ($p<0.01$). Also, there was a statistically significant, high positive correlation between teaching speaking (Role Play) and student performance (Self-Assessment and Peer-

Assessment) were $r=0.78$ with a strong statistical significance ($p<0.01$). Moreover, there was a good positive correlation between teaching speaking (Role Play) and student motivation (Intrinsic), which were statistically significant and were $r=0.43$ with a strong statistical significance ($p<0.01$).

Explanation of Results

The correlation between teaching speaking and student motivation showed that the excellent and high relationship between the two variables can range from 0 to 1. Also, the results showed a good and high positive correlation. Therefore, there was appropriate evidence to conclude that there was a significant line relationship between teaching speaking and student motivation because the correlation coefficient was significantly different from zero.

Teaching Speaking and Student Performance

The correlation between teaching speaking and student performance showed a highly positive correlation. As a result, there was appropriate evidence to support that there was a significant line relationship between teaching speaking and student performance because the correlation coefficient was significantly different from zero.

Teaching Speaking and Student Motivation and Student Performance

The correlation between the three variables ranged from good to high positive correlations, respectively. Therefore, there was satisfactory proof to show significant direct relationships between teaching speaking, student motivation, and student performance because the correlation coefficient significantly differed from zero.

CONCLUSION

The study was limited regarding its connection to the field and its limitations. Future research could explore recommendations, particularly the relationship between teaching speaking, student motivation and student performance.

Main Findings

The main findings of the correlation coefficient between the independent variable (teaching speaking) and dependent variables (student motivation and student performance):

(i) A positive correlation between teaching speaking and student motivation was statistically significant.

(ii) A highly positive correlation between teaching speaking and student performance was statistically significant.

(iii) There was a range of good to high positive correlations between teaching speaking, student motivation and student performance, which was statistically significant.

Limitations of the Studies

The research was conducted at secondary schools and one of the best private schools in Cambodia. The samples were limited to 100 secondary school students from the private secondary school, and they were on the English subject, so this study was conducted at one of the best private secondary schools in Phnom Penh City. As indicated by Israel (1992) and Singh & Masuku (2014), to achieve an ideal degree of accuracy, almost the whole population must be sampled in small groups. At the point when the

population is 500, the sample size is 100, depending on 10% of the valuable degree of exactness. Many researchers add 10% to the sample size to accommodate those who cannot be contacted, as sample size determination processes suggest the number of responses that must be gathered (Israel, 1992; Singh & Masuku, 2014). According to the previous authors, the sample size usually increases by 30% to account for no response. Implementing speaking improves student motivation and performance in Cambodian English private secondary schools. Self-assessment and peer assessment rely on information collected from students and teachers in private secondary schools.

Furthermore, because of the COVID-19 pandemic, the researcher used the Google form to collect the data. As a result, explaining or ensuring that the respondents had read and understood all the question items in the questionnaires clearly was tough. The other obstacles to data collection were the follow-up system and some target participants who were not eager to join or fill out the questionnaires. Therefore, these findings might not represent all private secondary schools, as there are private secondary schools nationwide, especially in other rural areas.

Implications of the Studies

Based on the findings of this study, the following implications are as follows:

The Ministry of Education, Youth and Sport (MoEYS) should acknowledge that secondary schools, institutions, principals, teachers and general students are poor English communicators. Hence, it is responsible for solving this problem and developing English-speaking skills in private secondary schools. Most of the students have positive attitudes towards English speaking. So, teachers should use this factor to improve students' speaking skills by motivating them to speak English. They also need to divide the English class into four separate sessions based on the four skills (speaking, listening, reading, and writing) to guarantee teaching all skills comprehensively. In other words, the English textbooks at the secondary school level ought to have several realistic activities that boost students' ability to speak English and use practical teaching aids such as language laboratories, videos and computers to teach English speaking and increase the number of English-speaking communication hours. Students should practice English speaking both inside and outside the classroom. They should listen to English programs and movies on TV or the Internet as much as possible.

Recommendations and Future Studies

This research provided practical recommendations for developing English-speaking skills in private secondary schools. Further research should be started to develop teaching English as a Foreign Language as below:

(i) New Independent Variables (Teaching Speaking and new dependent variables such as extensive, imitative, interactive, or intensive teacher assessment). Several new theories, such as self-theories, goal theories, or transformative learning theories, benefit from the existing theories. Self-theories, or the theories individuals hold about their characteristics, like capacities, have significant consequences for student motivation and performance. Inspecting self-theories could assist us in seeing what capacity beliefs mean for student performance (McGonigal, 2005).

(ii) The next researcher should use the mixed method, add the sample size based on the population, and increase the target places. It can be done in other regions to compare the results of this study with the results of other studies so that the same study could be conducted within Departments of English Language in Higher Education. The next researcher should use other SPSS tools such as One-Way ANOVA, One-Way ANCOVA, or Regression.

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