

THE IMPORTANCE OF SPEAKING ACTIVITIES IN TEACHING ENGLISH

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Abstract: Speaking is defined as an effective means for those students who learn a foreign language as a second for end of communication with other individuals or on the other hand speaking is a way of successfulness for learner of foreign language so as to make an easy communication with others. Meanwhile, speaking is an underdeveloped skill which is gained by foreign language learners through practice opportunities provided them in learning classes for using of his ears and eyes instead of their mouths. Speaking is a qualification of a learner of language learning class for end of communication with others in the daily lives.

Key words: speaking, activities, role-play, information gap.

In the speaking activities, Harmer (2007:129) state that some kinds of speaking activities: 1) Information- gap activities. An information- gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures. Story Telling: In this activity, the students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends. Favorite objects It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to tell about the characteristics of their favorite

thing, while other students or the audiences try to guess what the favorite thing is. 4) Meeting and Greeting Student role-plays a formal or business social occasion where they meet a number of people and introduce themselves. It is usually taught in the beginner level of language learners. The students try to use meeting and greeting expression in front of the class with two or more students. 5) Describing things or person Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person. 6) Students presentation Individual students give talk on given topic or person. The students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation. Some like interview that interview is for honing organizational and planning skills. 7) Debate. Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare. Moreover, it should be applied for the advance level for language learners such as senior high school level upper. 8) Describing pictures Each group has a picture that each member can see the picture. They have certain minutes, to say as many as they can that describe it. The sentences must be appropriate to the picture. It can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures. 9) Picture differences The students are in pairs. Each member of the pair has to find out the differences of the pictures that are given. The pictures are almost same. The teachers must find the pictures by themselves before applying this kind of activities. In the last section, the teacher will give more descriptions about the difference of the pictures provided for the students. 10) Things in common Students sit in pairs. They talk one another in order to find out as many things as they can that they have in common. These must be things that can be discovered through talking. For example, it is about animals” characteristics, school and education, and human

characteristics. 11) Solving a problem The students are told that they an educational advisory committee, which has to advice the principle of a school on problem with the students. They should discuss the recommendation together with the principal. 12) Discussion The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given times to discuss about the topic provided. The last, there will be a student who represent each group to tell about the result of the discussion in front of the class. The teacher will give some correction about the students speaking.

Based on the suggested of activities of teaching strategies above, may the teacher can use the appropriate activities in speaking classroom which can help the students to speak up fluently.

Problems in Speaking: In learning English speaking, some students will make problems or errors when they try to uttered words, phrases or sentences. Problems or errors in speaking can't correct themselves, therefore it is need explanation. According to Ur (1991:121), there are some problems faced by the students in speaking. The problems of speaking include student inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue; 1) Inhibition: The students usually inhibited when trying to speak some words in speaking activities. Because they worry about making mistakes and simply shy in speaking English language. 2) Nothing to say: The students cannot think of anything to say, because they have no motivation to express themselves in speaking. Actually, the students often lack confidence and less of vocabularies in their speaking ability. And they feel insufficient in language skills to express exactly what they want to say. 3) Low participation. The students have low participant when they speak, this mean that they have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speaks very little or not at all. 4) Mother tongue use The students usually use mother tongue in speaking activities, because it is easier, and also they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes – particularly the less disciplined or

motivated ones-to keep to the target language. Psychological Factors. According to Juhana (2012:101) here, there are some psychological factor that faced by the students in speaking English. Fear of Mistake: As argued by many theorists, fear of mistake becomes one of the main factors of students’ reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, According to Juhana (2012: 101) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students’ fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

Shyness: Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students’ learning activities in the classroom especially in the class of speaking. Actually, the students felt of shyness makes their mind go blank or that they will forget what to say. 3) Lack of Confidence It is commonly understood that students’ lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate.

Lack of Motivation: Motivation is important to notice in that it can affect students’ reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. According to Juhana (2012:103) further adds that motivation is an inner energy. From the motivation the students will enhance their study interest.

In conclusion, based on the result of the research finding, the writer would like to give some suggestion for the following people. For Students: the students are hoped to practice English at time, and they should realize that English is very important for them to face the globalization era. For the future researcher who wants to conduct

research with the same subject, the result of the research can be used as an additional reference or further research with different discussion.

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