

PRODUCTIVE EDUCATIONAL STRATEGIES OF TEACHING SPEAKING SKILL

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Annotation: Speaking is an essential component of second language learning and teaching. Despite its significance, teaching speaking has been ignored for many years, with English language teachers continuing to teach speaking as a repetition of exercises or memorization of dialogues. However, in today's world, the objective of teaching speaking should be to improve students' communication abilities, because only this manner can students express themselves and learn how to respect the social and cultural standards that are appropriate in each communicative environment. Some speaking activities that may be used in ESL and EFL classrooms, as well as suggestions for teachers who teach oral language, are provided below in order to teach second language learners how to communicate in the best way possible.

Keywords: EFL, teaching speaking, speaking activities, problems, solutions

Speaking is one of the most imperative and essential skills that must be trained to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and non-verbal symbol in numerous circumstances. Then, it can say that speaking as a skill is playing important role for the learners who studied English especially as a foreign language. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal

symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to improve. Teaching speaking is not like listening, reading, and writing. It desires habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible. Traditional classroom speaking training often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and expectable, and often there is only one correct, prearranged answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to explain their meaning or ask for confirmation of their own understanding. Foreign language learners learning to acquire the oral proficiency in the target language may have some problems, both internal and external. Internally, they may experience the feeling of nervousness. They may feel disinclined to use the target language as they may be afraid of making mistakes. Speaking is an interactive process of creating meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often impulsive, flexible, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such

as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence") (Nunan,1999:216) Spoken language is a primary phenomenon. We speak a great deal more than we write, that is why language should be taught initially through speech. Spoken language is essential to any language learning. Learning to speak a foreign language is a learning that requires knowledge of the language and its application. In understanding the speaking skill, the teacher must train and prepare the learners with a certain degree of accuracy and fluency in understanding, responding and in expressing themselves in the language in speech. Communicative language teaching and cooperative learning serve best for this aim. Communicative language teaching is based on real-life situations that involves communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. According to Nunan (2003), there are some principles for teaching speaking. Some of which are described below:

1. Give students practice with both fluency and accuracy: At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work: To improve students speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. Speaking activities need to be very carefully structured at first at lower levels, thus the students have few demands on them. At the beginning stage, activities should be easy but good enough for students can use the target language. When they get used to communicate then the teacher can present more difficult activities such as role-plays, discussions, debate and problem-solving tasks. Teaching speaking is a very essential part of foreign language learning. The capacity

to communicate in a foreign language undoubtedly and efficiently contributes to the success of the learner in school and success later in every part of life. The last but not least, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. Expectantly, these activities make students more active to speak in the target language in the learning process and at the same time make their learning more expressive and entertaining and enjoyable for them.

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