



ENCOURAGING STUDENTS OF 5TH GRADES TO SPEAK ENGLISH IN CLASS

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ARTICLE INFO

Received: 04th December 2023

Accepted: 12th December 2023

Online: 13th December 2023

KEY WORDS

Speaking skill, "Action Learning Strategy" (ALS), communication skills, Fluent speaker.

ABSTRACT

This study aimed to enhance the oral communication skills of English learners. The results of this study revealed that the English learners face many problems related to speaking skill, such as confusion and embarrassment; they did not learn speaking lessons correctly at school, and face difficulty in pronouncing some words. The results also showed that the most frequent problems were the limited amount of vocabulary among them, while the least frequent problems were the difficulty in understanding questions. This study also presented some of appropriate solutions to overcome 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 and to express the students' feelings and needs.

INTRODUCTION

In this era of Globalization learning English Language is important for our social life. In fact, English is an universal language that is a significant tool widely used in communication among people all over the world. Globalization made the use of English Language more widen. The ability to speak English property has been one of the most essential benchmark skills in the professional world. Learning English in Junior High School is important for the preparation of the Globalization but as the provision of Junior High School students to continue the higher education level.

Teaching English language at Junior High School is also eventful, because the language is crucial to students' development. It is the key to learning, communicating and building relationship with others. As one of the basic skills of English, speaking has an important role in language learning process. According to Fulcher, speaking is the verbal use of language to communicate with others. Maxom stated that the speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In this case I also think as a student of NamSIFL speaking is more important skill than others like writing and reading.



Because our knowledge in learning language is determined by our communicative skills. I observed many a time while talking with someone, they think that if you are not capable of speaking in this language, you will be considered as not learning language. In this case your knowledge in grammar, reading, listening and writing is not taken into account. That is why speaking is more vital in learning language.

METHOD AND METHODOLOGY

In school the students learn how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. So, the speaking is a person's ability to communicate with other people by using verbal 118 languages. Teachers are responsible to educate students from no knowledge to sufficient English speaking environment. Mostly a few decades ago, teaching was considered to be the process when the teacher tend to carry out the teaching process in the classroom by applying traditional and monolingual principle ways of teaching. This shows that teachers enrich with appropriate ways of teaching atmosphere, that is why in teaching English as the second language by applying new and modified fashions in order that the result of the teaching process would contribute more input to reach satisfied learning outcome. All around the world, people encourage that English as their target or second language used based on whole interactions and communication holds the dominant role of every aspect of their life. English is most widely used in teaching learning process of broader educational occasions either formal or informal cases.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in the class. However, it is contrary to the real situation in the class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid to make mistakes, of being laughed at by his or her friends and having lack of confidence. The students also think that learning English is not interesting, this is because the method or strategy used is less creative. Speaking is an activity used by someone to communicate with others. It takes place everywhere and has become a part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feelings and thoughts. They also share information to others through communication. In some situations, speaking is used to give instruction or to get things done. For example, to describe things or someone, to complain about people's behavior, asking and giving services, and others. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years.

Based on the characteristic of the problems, they can be solved by giving appropriate technique. The researcher gives solutions to applying the technique in speaking English, namely "Action Learning Strategy". Action learning is a process for bringing together a group of people with a variety levels of skills and experience to analyze an actual work problem and develop an action plan. I think that Action learning process attempts to achieve this blend through giving rigour and to the cycle of learning and through using the positive power of small group, to sustain this discipline and rhythm.



The group continues to meet as actions are implemented, learning from the implementation and making midcourse corrections. Action learning is a form of learning by doing. Learning is done in groups where each group is presented an action and dialogue by students with attention to pronunciation, vocabulary, accuracy and fluency. This is done to improve students' speaking skills in daily life. So, to overcome this problem, the researcher used the action learning strategy to improve students' speaking skills. Based on the descriptions above, the title of this research was "Improving Students' Speaking Skill by Using Action Learning Strategy in English Lesson at the second grade students of NamSIFL. If someone wants to be a fluent speaker in any language, and then he should follow some kind of rules and strategies. So I am about to give a few of them to language learners. Making the short drills at home is a good strategy. The results appear that drills are required any work to succeed; students' answers about overcome ways were focusing on daily drills on speaking skills at home.

In terms of pronunciation correct pronunciation of words or structure was some of students' responses to facilitate making a conversation in a good way; Speaking English only inside the classroom. The results confirmed that English Department lecturers must teach in English language without Arabic to give the chance for students to develop themselves in speaking skills through the university period. Development of Grammar. The results showed that students must have ability to correct language mistakes to overcome the problems through the speaking skills. To shorten the findings of this study, new strategies should be involved to improve students' English language speaking skill at school. It is suggested that English lecturers create situations that can encourage learners to produce English oral interactions because such interactions can provide learners with opportunities to explain concepts and help them to vocalize concrete meaning, by vocalizing concrete meaning, learners can lean their tendency towards English oral communication activities. In addition, the current methods to get the learners to approach oral communication activities are by producing a task-based learning style of teaching. Traditional learning methods (by posting comprehension check questions) limit the learners' opportunity to have two-way communication between learners and the instructor. Task-based learning is the ideal approach that can enhance learner' communication ability and through problem solving activities, teachers get the chance to observe how learners construct and reconstruct their Interlingua.

ANALYSIS AND RESEARCH RESULTS

In fact, it is necessary to practise English pronunciation from the very beginning of learning a foreign language. Otherwise, it will be quite difficult to correct and catch up with fixed errors. Everyone has faced the problem of pronunciation at the initial stages of language learning. It is important to master sound speech from the beginning of training, to learn how to pronounce sounds the way native speakers do.

The peculiarity of solving this problem (pronunciation practice) there are large time costs. It is necessary to understand that without correct pronunciation it is impossible to master the language comprehensively and perfectly.

The main goal of acquiring the correct pronunciation in a particular language (in our case, it is English) is knowledge and excellent use of orthoepic norms in practice, as well as



the development of the ability not only to hear, but also to understand the speech of a native speaker, so that it does not cause any difficulties with understanding. Let's not forget about the phonetic features of the English language, namely that, how to intonationally formalize English pronunciation, which members of the sentence are stressed, and which are unstressed, and so on.

According to modern linguists, as a result of the fact that the world community has entered the era of globalization, the processes that are closely related to the development and formation of linguistic culture are acquiring new features and developing at a fairly rapid pace. Nowadays, it is perfectly normal to meet a person who speaks his native language and, in addition, English. English has become a kind of a professional and everyday standard of the communicative sphere of all mankind.

For many people living in Europe and Asia, English is a second language of a business or household nature or is used for other purposes. Before you fully immerse yourself in the English language, read and, with all this, pronounce words correctly, you need to study the transcription of English letters, given that everything is different in English pronunciation than in Russian. In Russian, "as a word is written, so it is pronounced." In English, almost always every word doesn't match the way it looks on the letter. Some English words are reflected in the same way on the letter, but their pronunciation is completely different (it depends on the context), while some, on the contrary, are pronounced exactly the same, but at the same time have completely different meanings and are written differently. Based on all this, everyone who studies English should, first of all, understand how to read transcription signs. Without knowledge of these basics, the student will not be able to move further in learning the language, and also not forget about the exceptions that "flood the expanses" of the English language. In phonological pronunciation, it is important to maintain the minimum of features, non-compliance with which can lead to misunderstanding. This is a "rough" pronunciation, without any subtleties, actually based on the native language with some innovations that a foreign language necessarily requires. It is in this way that foreign pronunciation is presented in bilingual phrasebooks. And it is at this level that tourists most often speak. Here it is important not to replace an essential feature of a foreign language with any of the native language. For example, for a Russian speaker, a different degree of opening of the mouth (lowering of the lower jaw) does not play a meaningful role (compare: "children" and "these"), in English - with a slight opening of the mouth, [e] is pronounced, and with a greater lowering of the lower jaw-[æ].

The effectiveness of communication involves the listener guessing the intentions of the interlocutor. In this case, a special role is played by the intonation of the message, with which the speaker can express his intentions, for example, request information or confirm it, agree or object. In phonetic pronunciation, it is necessary to preserve both the meaning-distinguishing capabilities of a foreign language and all its articulatory subtleties. Here no detail can be superfluous: the position of the tip language during articulation of sounds, degree of inhalation, duration, influence of the processes of interaction of sounds, the nature of the movement, the rhythmic organization, the variability of the prosodic structure and many other factors. [1, pp. 7-9]



Articulatory organs play a primary role in speech communication. At the same time, it is important to remember that there are no articulatory organs as such, and articulation of speech sounds is a secondary function of the respiratory organs, swallowing, chewing and charm. From the point of view of speech production, these organs are a speech apparatus.

The speech apparatus consists of movable and stationary speech organs. To the first group refer to: 1) tongue, 2) lips, 3) soft palate with a small tongue, 4) posterior wall of the pharynx (pharynx), 5) vocal cords located in the larynx, 6) lower jaw. The stationary organs of speech include: 1) upper lips, 2) alveoli (the tubercle located directly behind the upper teeth), 3) hard palate. [2, p. 16].

Pronunciation or reading of English words is not a process of spelling words. More often it is the result of converting letter combinations into sounds. Additional difficulties arise due to the fact that Many rules have exceptions. In such cases, the correct sound of the word will prompt the transcription in the dictionary. In addition, when learning English, working with a dictionary takes a significant part of the time, and knowledge of the basic rules of reading makes it optimal.

It is also necessary to take into account that in English articulation, that is, the pronunciation of vowels, is almost not influenced by consonants. The vowel sound is the leading one in articulation. In this regard, it is recommended to combine as many different consonants as possible with the vowel sound when setting English pronunciation sounds. In Russian, the articulation of vowels, to a greater extent, depends on the hardness or softness of neighboring consonants: "ox"- "led"; "nose"- "carried". [4]

The number of sounds in English is a subject of dispute among linguists around the world. The fundamental difference is not so great, but there are a great many points of view on this issue. The classical theory distinguishes 44 sounds in the English language: 20 vowels and 24 consonants. Most sounds in English have analogues in Russian, some are almost identical, but there are also those that have an equivalent even with a large the desire will not be detected. As a rule, the greatest difficulty for English language learners is represented by the interdental consonants [θ] and [ð]. In the case of the English sound [θ], Russian sounds [c] or [f] are usually obtained. Instead of [a], [z] or [v] sound. This mistake is quite understandable, because in the Russian language there are no sounds, when pronouncing which you need to clamp your tongue between your teeth. Next comes a rather complex and incomprehensible sound [ŋ]. It is quite difficult to explain the pronunciation of this sound — in some ways it looks like a soft [n'], but at the same time, it is pronounced not so much in the mouth as through the nose.

Another complex sound is the [w] sound. When it is pronounced, the lips are rounded and something similar to the Russian sound [y] is obtained, but only more energetic. Next, it is worth mentioning the explosive sounds [p, t, k]. Their difficulty is that they are pronounced with some breathiness at the beginning, hence their name. The next sound that deserves attention is the sound [h]. Contrary to a common mistake, it is not pronounced as the Russian sound [x]. To pronounce it correctly, try to make a light exhalation through your mouth. That is, when you breathe on the glass in order to draw a funny face on it, it turns out exactly the sound that we need. The other consonant sounds are generally similar to Russian, although they have their own characteristic features. With vowels in English, everything is much



simpler. Most of them have analogues in Russian, but despite this, it is always worth paying attention to the shades of sound, because there are no trifles in learning a foreign language, every detail is important. [5]

CONCLUSION

Thus, we conclude that pronunciation plays one of the most key roles in learning English. Unfortunately, our speech apparatus is not initially tailored to the system of any particular language. That is why learning English along with your native language at an early age gives you a huge advantage in all aspects of learning it, including pronunciation. But this does not mean that at a later age it will be impossible to formalize the sound base of the new language system. It's very possible, you just need to make yourself understand that in English there are sounds can that have no analogue in Russian, and even those that at first glance are similar, are fraught with many difficulties, since even in them you need to pay attention to differences in the shades of sound.

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