THE MAIN STRATEGIES OF DEVELOPING STUDENTS' SPEAKING SKILLS IN LANGUAGE CLASSES

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Abstract

The capacity to speak well is among the most important aspects of learning English. It aids the user in effectively communicating information verbally to listeners. In today's globalized world, effective communication is crucial, and speaking is regarded as the most essential of the four language skills. The goal of this study is to pinpoint the most popular language learning techniques for enhancing speaking abilities. The results of this study might be a valuable resource for other academics who are looking to examine how students acquire languages to hone their speaking abilities.

Keywords. Speaking skills, communication skill, Language Learning Strategies (LLS), direct strategies, indirect strategies

Introduction

Since people utilize their ability to speak to communicate for a range of jobs and objectives, it is a vital skill in general. Being able to speak effectively in English is one of the biggest hurdles of learning it (Ahmed, 2018). English should be taken more seriously since it is a two-way process that includes both teachers and students, according to Nor et al. (2019). The researchers also stated that educators should use a varied and mixed-method approach that caters to the majority of students' learning styles and preferences in order to guarantee that their lesson plans are effective and that students' learning is relevant.

English is helpful for communicating with individuals who reside in different areas of the world since it is regarded as a universal language and is spoken by people everywhere, including in different regions, states, nations, and continents (Rao, 2019). Currently, the educational system in Uzbekistan includes teaching English as a second language in schools. Thus, the popularity of English has had an effect on the development of speaking abilities (Rao, 2019). Because speakers must be skilled

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in many areas, including pronunciation, grammar, vocabulary, fluency, and understanding, speaking English is seen to be challenging.

Learners should have adequate English language proficiency to communicate effectively and comfortably with others (Leong & Ahmadi, 2017). LLS assists students who are studying English as a second language (EFL) in effectively enhancing their learning capacities. Indirect (metacognitive, emotional, and social) and direct (memory-related, cognitive, and compensatory) techniques make up the six LLS. Building mental connections, employing visuals and music, carefully analyzing, and acting are all memory-related strategies. The second category of cognitive methods includes activities like practicing, sending and receiving signals, thinking critically and analytically, and putting input and output into a system.

Third, compensatory tactics entail making educated guesses and overcoming inadequacies in speech and writing. The fourth category is indirect strategies, which include metacognitive methods for organizing, coordinating, and evaluating our learning. Fifth, affective coping mechanisms involve our efforts to manage our emotions, motivate ourselves, and lessen our worry. Last but not least, social skills include things like communicating with people, cooperating with them, and focusing with them (Oxford, 1990).

Inhibiting learning variables for speaking include embarrassment, fear, anxiety, lack of inspiration, poor study habits, a restricted vocabulary, and a lack of trust (Hanifa, 2018). According to Lingga et al. (2020), students have trouble speaking English because they lack vocabulary, grammatical understanding, proper pronunciation, are afraid of making mistakes, lack confidence, and feel embarrassed. It is clear that kids have difficulty communicating in English. In order to communicate effectively, kids also need to have a sufficient vocabulary and the ability to structure their words in a way that makes sense. The pupils will be able to speak properly and their audience will have no trouble understanding them if all of these steps are followed to the letter.
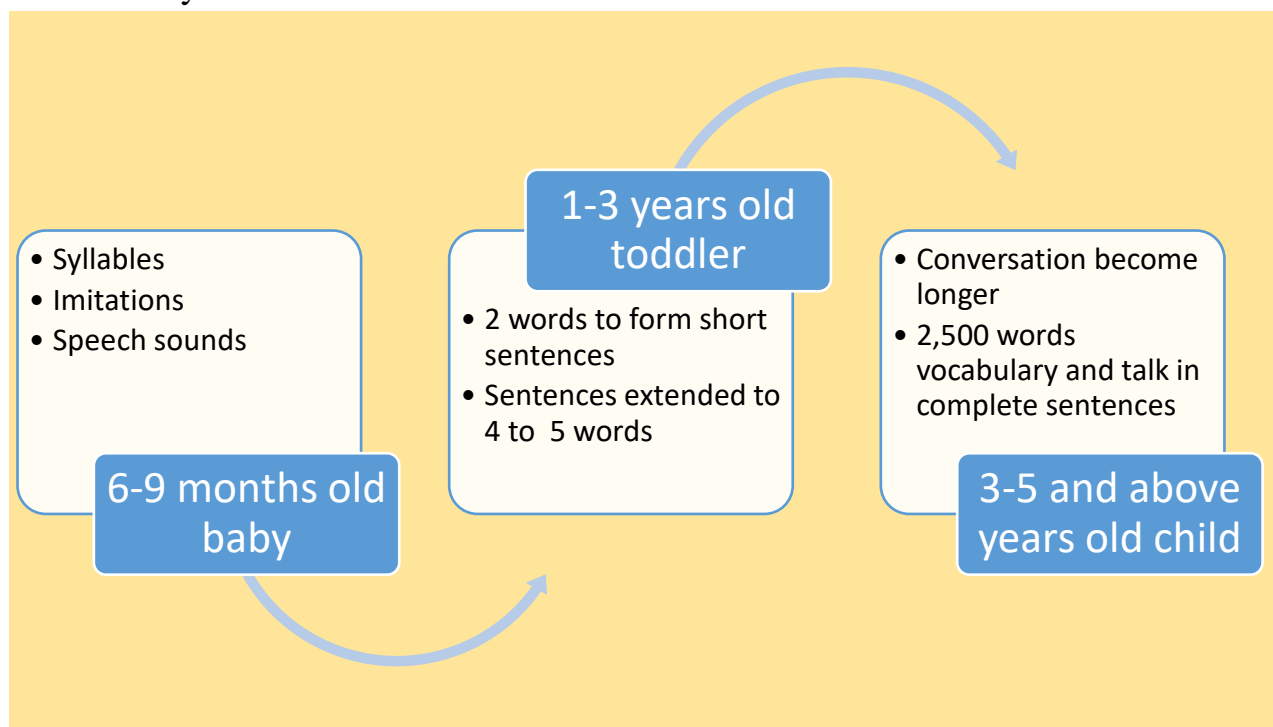
Literature review
Speaking skills

Babbling in syllables and copying speech sounds is how babies who are 6 to 9 months old begin to speak (Piaget & Inhelder, 2003). By the time they are one or two years old, they have learned around 50 words and can put two words together to make a rudimentary statement. Even if it may be difficult, children develop their speaking abilities in accordance with their circumstances. These challenges do not stop them from trying to communicate, though. They would exert every effort to

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adjust to and fit with their shifting environment. Two strategies people employ in an effort to acclimate are assimilation and accommodation. As a person responds to their environment in increasingly difficult ways, all these processes may be observed in their daily lives.

- Syllables
- Imitations
- Speech sounds

6-9 months old baby

1-3 years old toddler
- 2 words to form short sentences
- Sentences extended to 4 to 5 words

- Conversation become longer
- 2,500 words vocabulary and talk in complete sentences

3-5 and above years old child

Speaking was seen as a crucial language skill by Ur (1999) and Bertram (2002) because it aids L2 learners in developing their communicative competence as well as their reading, writing, and speaking skills. Wenden (1998) and Yang (2007) went on to say that LLS is essential to develop good language learners who have the skills needed for the receipt and production of L2 in order to improve students' speaking abilities and their overall communicative success (Yang, 2007; Wenden, 1998). LLS significantly impact students' overall, integrative, and instrumental motivation (Wu, 2008). Additionally, the use of LLS is crucial and advantageous for raising consciousness and enhancing speech competence (Oxford, 1990).

Speaking is defined as an interactive activity that uses knowledge generation, retrieval, and processing to create meaning (Burns & Joyce, 1997). There are two main techniques to defining speaking: bottom-up and top-down approaches, according to a study of contemporary research on the subject. Insufficient vocabulary, challenging language structure, improper intonation and pronunciation, a lack of opportunities to speak English, and insufficient language curriculum development are among the frequent problems that students encounter, according to Gan (2012). Therefore, instructors must first think about what and how they may teach if they are to understand how to build speaking abilities.

The application of numerous strategies that will aid pupils in handling difficult situations may be taught to them by teachers in second language courses. The only way to guide pupils in this path is to provide them with a series of lessons that make them aware of the possibilities that are open to them. What teachers need to do is organize their lessons around two key questions: what they want to say, which fundamental speaking skills they want to develop in their students, and how they want to do it. This could be summarized as the need for teachers to improve their students' speaking abilities and communication strategies. In order to help their pupils develop effective communication skills, teachers should introduce LLS.

Language Learning Strategies

The unique techniques or factors that students employ to improve their language learning processes are known as language learning strategies. Figure 2 displays the categorization of language learning techniques from the 1970s to the present from three distinct writers. Rubin (1975) is among one of the early academics that investigated a number of learning methodologies. He asserts that effective L2 learners are enthusiastic and accurate guessers, have a strong desire to engage, are consistently unreserved, are prone to practice chances, keep tabs on their own and other people's facial expressions, and pay attention to sense. This led O'Malley, et al. (1985) to categorize language learning processes into three groups: metacognitive, emotive, and social or affective.

Later, Oxford (1990) divided the tactics into two groups: direct and indirect. Direct techniques that are explicitly engaged in comprehending the target language include memory, cognition, and compensation. Memory techniques are used to store and recall data in a foreign language. Cognitive strategies are the mental operations needed to manipulate, alter, and communicate using the target language. To fill up information gaps that impede them from learning and using the target language, learners employ compensating techniques. The use of indirect techniques, on the other hand, aids language engagement without being directly related to it.

Metacognitive, affective, and social strategies are also included in this category. Planning, monitoring, and assessing the target language are all facets of metacognitive strategies. This group also includes metacognitive, emotional, and social tactics. Metacognitive methods have aspects that include planning, observing, and evaluating the target language. Affective coping mechanisms are ways that language learners deal with their emotions and attitudes toward language acquisition. Last but not least, social strategies are defined by their capacity to raise

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target language engagement via social interaction. To sum up, LLS are distinctive approaches to learning that students use to enhance understanding, retention, and learning. LLS is used by students to help them understand new material and overcome language barriers.

In contrast to metacognitive and affective strategies, social strategies are higher and more significant, according to Yunus and Singh (2014). The use of social techniques was driven by academic, educational, and personal characteristics, whereas meta-cognitive and emotional strategies were influenced by poor trust and a challenge identifying competent speakers. Additionally, high-performing speaking students used a variety of LLS to enhance their speaking skills in a more balanced manner. The situation was different for kids who had poor language abilities. High-performing students, however, employed more careful and appropriate LLS compared to low-performing kids (Gani et al., 2015).

A secondary school performed a study, and the findings revealed that female students were more likely to utilize LLS to hone their speaking abilities than male students (Zakaria et al., 2018). According to earlier study, while using comparable language learning analyses, various researchers discovered disparate findings about LLS. It is because each pupil is born with a unique genetic makeup, including unique DNA sequences. Additionally, people differ in their perspectives, socioeconomic origins, past knowledge, self-esteem, and abilities. This is one of the reasons that various LLS are used to meet the various demands of the pupils.

Conclusion

Speaking enables us to interact with people and share our ideas and emotions. Individual students can ask questions, provide information, and indicate whether or not they comprehend in the classroom thanks to their speaking abilities. The classroom may be the most crucial setting for a youngster to learn how to communicate their own views and to listen to those of others.

Above we have seen a full package of strategies to develop the speaking skills in language classrooms. Indirect (metacognitive, emotional, and social) and direct (memory-related, cognitive, and compensatory) techniques make up the primary six LLS.

Teachers of English as a foreign language should be able to apply all or some of the strategies judging from the psychological features, learning styles, views, socioeconomic background, prior knowledge, self-esteem, and skills of the students.

Also, speaking development phases of the native language can be imitated whenever students are learning a second or foreign language.

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