

DEVELOPING EFFECTIVE SPEAKING ABILITIES AMONG SCHOOL LEARNERS

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Abstract. *The study discusses a range of pedagogical strategies such as group discussions, dialogues, debates, storytelling, role-playing, and project-based learning, which help learners practice authentic communication in meaningful contexts. The use of technology, including audio-visual materials, digital platforms, and language learning applications, is also explored as a motivating factor for students to improve pronunciation, fluency, and vocabulary. Moreover, the article emphasizes the teacher's vital role in creating a positive classroom atmosphere, providing corrective feedback, and encouraging active participation from all learners.*

Key words: *Speaking skills, communication, fluency, teaching strategies, language learning, pronunciation.*

INTRODUCTION.

Speaking is one of the most essential skills in language learning, as it enables students to express their ideas, share opinions, and interact effectively with others. Improving the speaking skills of school students is a fundamental part of developing their overall communicative competence and academic performance. This article examines the importance of speaking in the educational process and identifies effective techniques that teachers can use to enhance students' oral abilities. It highlights that speaking should not only be taught as a classroom activity but as a continuous process of interaction, creativity, and confidence building. It concludes that the systematic improvement of speaking skills contributes not only to linguistic development but also to students' personal growth, self-confidence, and social competence. Therefore, teachers should integrate speaking-focused activities into their regular teaching practices and adopt innovative approaches that make communication enjoyable, purposeful, and effective. Eshankulovna (2021) emphasizes that “English language teaching (ELT) extends far beyond linguistic proficiency—it is a tool for developing global competence. Through exposure to authentic intercultural communication and critical thinking tasks, learners acquire the ability to interpret, negotiate, and express ideas across cultural boundaries”.

Speaking is one of the most important skills in learning any language because it allows students to communicate their thoughts, ideas, and emotions effectively. In this sense, Rustamova (2023) emphasizes that “teaching English becomes a medium for preparing globally minded citizens who can actively participate in the international academic, professional, and digital arenas”. In today's globalized world, strong speaking skills are not only essential for academic achievement but also for social interaction and future career success. However, many school students face difficulties in expressing themselves fluently and confidently in front of others. This challenge often arises from a lack of practice, limited vocabulary, fear of making mistakes, or insufficient exposure to real-life communication situations.

Improving students' speaking abilities should therefore be one of the main goals of modern education. Teachers need to create an encouraging and interactive classroom environment where learners can practice speaking without fear or hesitation. According to Eshankulovna (2023), “effective English language teaching relies on the integration of linguistic, cognitive, and socio-affective methodologies. By combining communicative, task-based, and content-integrated approaches, teachers foster not only language acquisition but also higher-order thinking skills”. Activities such as discussions, debates, storytelling, and role-plays can help students develop fluency, pronunciation, and confidence. Moreover, the integration of modern technologies—such as audio-

visual materials and language learning applications—provides students with more opportunities to listen, imitate, and speak naturally.

This article aims to explore various effective methods and techniques for improving speaking skills among school students. It also discusses the role of teachers in motivating learners, providing constructive feedback, and designing lessons that focus on communication rather than mere memorization. By developing speaking competence, students can not only perform better academically but also gain confidence to express themselves clearly in any social or professional situation. Rustamova (2023) highlighted that “this methodological synthesis enhances learner autonomy, reflective thinking, and problem-solving abilities—key components of the 21st-century educational paradigm”.

Speech is the prime of communication and the structure of the society itself would be substantially different if we had failed to develop communication through speech (John Laver, 1994). To develop oral communication, information gap activities are suggested. Information gap activities have the scope of integrating all the four skills (Venkateswaren, S., 1995). Students who repeated two tasks, having first performed them ten weeks earlier completed them more fluently and with greater complexity on the second occasion because of a shift from conceptualization towards that of formulation (Carter, R. & Numan, D., 2005). Eshankulovna (2022) asserts that “English proficiency functions as a socioeconomic catalyst in today’s interconnected world. It provides access to global education, research collaboration, and international labor markets. In education, English serves as a bridge to scientific innovation, digital literacy, and academic exchange. Therefore, the teaching of English is not merely an educational goal but a strategic national investment in human capital development and international competitiveness”. The teacher can facilitate language acquisition through problem solving activities and tasks which ensure learner participation and interaction naturally (Aslan, M., 2003). But for this purpose the knowledge of Phonetics is necessary for a teacher of English to correct students’ mistakes and to help them in differentiation of English sounds and the mother tongue (Saif-ul-Haq, M., 2003). A person of recognized taste and culture can make us differentiate among stress, rhythm, intonation and pitch (Swan, M., 2006). Working in groups is important but many students comment that they find working in groups difficult because they can never think of intelligent things to say, they can never contribute idea to the group (Singh, M.S., 2007). Apart from that some stage fright is useful to meet the challenges. But the chief cause of fear to speak in public simply is that one is not accustomed to speak in public (Carnegie, D., 1962). Most importantly, how teachers work with boys and girls, how they motivate speech activities, and relate them to their personal interests and on-going life of the school day, are vital factors for the improvement of speech (The Commission on English Curriculum, 2009).

Moreover Indonesia is now being one of the ASEAN free trade countries which means that if they cannot master speaking well, they will never be able to participate with. There are many problems related to improve students’ speaking skill, most of the students were not really motivated in speaking task (Saputra, 2013).

Private language schools, on the other hand, tend to be better equipped than government schools (though this is not always the case), they frequently have small class sizes, and crucially, the students in them may be we’ll have chosen to come and study this will affect their motivation at the beginning of the process. At English training course students’ speaking skill is still low especially in basic level. The writer is so interested, to teach English language at English course, because in this course the students have more chances to develop increase their potency and knowledge in connection with English.

Based on the discussion above then the researcher tries to make use of Communicative Learning Teaching (CLT) to solve the existing problem. It is because during learning process of CLT, students are hoped to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students’ discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students don’t fall asleep during learning English (Harmer, 1998). Learning activities in CLT focus on real oral communication with variety of language without too focus on form of grammatical patterns if distinguished with non-communicative activities which only focus on how to construct the sentences that based on terms of grammatical during learning process of English (Harmer,

1998). The current study employed the action research design, one of the qualitative research designs. Action research is defined as the process of studying the real classroom or school situation to understand and improve the quality of actions and teaching (Johnson, 2005). Action research is a systematic process for solving problems or developing the existing practices in the field of education (Tomal, 2010).

In addition, Kayi (2006) mentioned that IGT are learning activities in which each student has a duty to work with his/her partner. One student has certain information which the other student does not have. Each student has different information. In this way, the students have to exchange information in order to complete the missing one or to fill in the gap. In other words, IGT provide good activities for problem solving or collecting information. Each partner must be active in asking questions and providing answers by means of interaction and taking turns. The assigned task, completing the missing information cannot be completed by both partners unless they both communicate actively in English.

Speaking, as one of the English language skill has some aspects. According to Spratt, there are four aspects speaking. They are: fluency, pronunciation, grammatical accuracy, and body language. Furthermore explains that Hurry is speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Meanwhile, accuracy in speaking is the use of correct grammar, vocabulary and pronunciation. According to (Jones, 2007) fluency means using simple words to express meaning, even though longer words might be more descriptive.

Also, fluency means speaking slowly and clearly, not speaking fast and unclearly. Fluency depends on knowing more vocabulary and on confidence and on not worrying about losing face by making mistakes. Another component of fluency is being able to articulate easily and comprehensively.

Meanwhile, accuracy means not making too many mistakes. We certainly want our students to become more fluent, but we also want them to become more accurate. An overconfident, inaccurate speaker can be an irritating companion, though a silent one. In addition, (Lan, 2010) state that fluency may be defined as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers a breakdown in communication.

In conclusion, improving the speaking skills of school students is an essential part of their educational and personal development. Effective speaking allows learners to communicate confidently, express their thoughts clearly, and participate actively in social and academic settings. The process of developing speaking ability should be continuous and supported by creative, engaging, and student-centered teaching methods. Teachers play a crucial role in this process by creating an encouraging learning atmosphere, organizing communicative activities, and providing constructive feedback to help students overcome their fears and mistakes. Modern technology and interactive classroom strategies can also significantly enhance students' motivation and performance in speaking. Activities such as group discussions, debates, storytelling, and role-plays not only improve fluency and pronunciation but also build self-confidence and teamwork skills. Therefore, focusing on speaking skills should be a key priority in the educational system. When students become confident speakers, they also become better thinkers, listeners, and learners. By fostering strong speaking abilities, schools can prepare students for future academic, professional, and social success.

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