Different Methods for Developing Speaking Skills of Students

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Abstract: Foreign language students may face difficulties in developing speaking skills due to the reasons of lacking the opportunity to speak, the inhibition or enxity, and lacking the motivation to study. This study aimed to investigate the implementation of Experiential Learning Method as an effort to solve such problems. Thus, there were two objectives in this study which were to examine the difference of speaking achievement on the use of Experiential Learning Method and to find out the students' responses toward the method. The sample was taken by using random sampling from the population of the first grade students at SMAN1 Banda Aceh in the 2019/2020 academic year. Two classes were taken as the sample, each for experimental class and control class. The data were analyzed by using t-test through SPSS for speaking test and percentage for questionnaire. The result showed that Experiential Learning Method was more effective than conventional method (teacher centred) to teach speaking. Also, the students had a quite positive response to the use of Experiential Learning Method in their speaking class. It can be concluded that the Experiential Learning Method provides a positive contribution for the development of the students' speaking performance.
Key words: Audio-Lingual Method. Speaking, Dialog Memorization, Chain Drill.

Description: The Audio-Lingual Method is a method that can improve oral skills quickly. Different people may not come to an agreement about the assumptions about the right method and the quick method to improve speaking skill. At least there are two skills which is emphasized by Audio-Lingual Method before another skills. One of this skill is speaking. However, is hard for student') to speak English. To solve the problem. the teacher should apply the appropriate techniques to improve students' speaking skill. The study found that using the dialog memorization and chain drill of Audio lingual Method can help student to be able to use the target language communicative. Besides, these techniques pays the most attention to oral skills. The study found that The Audio-Lingual Method is effective in teaching speaking especially for Junior high School students. Finally, the writer suggests for the teacher to u e Audio-Lingual Method in leaching speaking because it can help the teacher develop a fun teaching. This study uses library research. It is intended to look at some given theories or research findings on the use of Audio-Lingual Method in Teaching Speaking.

Developing fluency in spoken English

In the ESL classroom, oral fluency is a skill that needs consistent practice to see noticeable progress. When we talk about fluency in general, we're talking about the flow of speech, the speed at which students speak, the pauses, and the language that students can readily produce between those pauses. In an ideal world, everyday exposure to the English language via regular communication with English speakers on a variety of topics is the best way to learn to speak English fluently. Unfortunately, relatively few English learners have an opportunity to practice speaking in a truly immersive setting. It is surprising how

many international students return home after spending years in an English-speaking country with limited English-speaking ability. They often find themselves in a community with many students who speak their language. As a result, they may not be getting as much opportunity to use English outside of class as we might imagine. This just highlights the importance of providing regular speaking opportunities in the classroom. This article focuses on how teachers can provide these opportunities in the classroom so that students can build confidence and develop their fluency. There are a few things to consider when it comes to helping students develop their oral fluency.

Focus on student needs

Before conducting any speaking activity, it is important to think about the type of speaking skills that your students need. Do your students need to practice their everyday communication skills, or do they have other important professional or academic communication needs? Once you have a clear awareness of your students' communication needs, you can plan and create lessons that can cater directly to them. As an example, let's look at how you could implement professional and academic speaking activities to develop your students' oral fluency at more advanced levels. For students looking to develop their professional and academic speaking skills, you might consider incorporating more discussions and presentations. These are often vital skills to build upon at more advanced levels, as they help students become more proficient with longer and more structured speech and develop improved fluency and coherence in expressing their ideas. There are a number of resources that you can use in the Discussions EAP Worksheets and Activities section, which can help you to introduce and break down some essential oral skills for academic purposes.

It is also helpful to think about the function or reasons for incorporating certain speaking tasks in the classroom. If students have a need to use English when they are out in the local community, you might have them engage in free conversation or small talk, where they focus on skills such as turn-taking or the sharing of personal experiences. If the objective of the speaking activity is to successfully convey a message where it is understood by the listener, you might get students to participate in activities such as information gaps, interviews, or role-plays. One example of this would be to get students to practice making phone calls, leaving voicemail messages, or ordering food. If the objective is to get students to speak in front of an audience, they can practice this through oral presentations or reports, or even through in-class debates.

Provide relevant input

Give careful consideration to the topics that you select for your speaking activities. Research supports the inclusion of familiar and relevant topics which help to sustain student engagement and motivation in speaking activities. With this in mind, try to design speaking activities that create an interest in or need for communicating. Some topics that work well at all levels include hobbies and free time, daily routines, food, culture, or relationships. Most teachers would agree that when their students can relate to a topic, their classes are livelier, and students are more eager to participate.

Another thing to keep in mind is to ensure that students have enough input or language to use when participating in speaking tasks. Before conducting a speaking activity, think about whether students have sufficient background knowledge and language to communicate on the topic. For learners who have difficulty speaking on the spot, scaffold the speaking activity and start with a warm-up. You can brainstorm words as a class or get them to create word maps with graphic organizers. It also helps to provide access to topic vocabulary, phrases, or main ideas to provide learners with context. Other ways to

provide input are by giving students a short reading on the assigned topic, or simply by giving students a minute or two to quickly produce a basic outline or mind map if asked to give mini-presentations in small groups. Studies show that preparation time before speaking helps students to process and focus better on speaking tasks and reduces hesitations and stumbles.

Teach common language chunks and phrases

When teaching conversation for lower-level learners, prepare lists of useful phrases and sentences on each conversation topic. You can provide fixed conversational phrases that do not require English grammar knowledge for functions such as greetings or agreeing and disagreeing. Take for instance the following phrases used in small talk when meeting someone for the first time:

"Hi, my name's …….. And you?"

"It's nice to meet you."

"Where are you from?"

"What do you do?"

Teaching these fixed conversational phrases is useful because with consistent use, the language becomes more automatic, and learners get closer to mastering the use of these set phrases correctly in different contexts. Teaching fixed-conversational phrases is also valuable because you can follow up with a lesson that helps students to continue or sustain a conversation. One way to do this is by teaching the following useful language for reacting to something someone says:

"That's interesting!"

"Wow!"

"Really?"

"Me too!"

"Is that right?"

You could have students work in pairs to add these reactions to a dialogue. Then, ask the students to practice the dialogue using these reactions. As a final step, students can create their own dialogue and add the appropriate reactions. A follow-up lesson could be to have students recount an experience to sustain a conversation. Sometimes conversations may be cut short because students may not know what else to say. In this case, it's a great idea to have students practice giving detailed explanations or summaries of events or stories to help them keep conversations going. Another way to continue a conversation would be to get students to practice asking follow-up questions. Activities like 'Find someone who…' are ideal for this purpose.

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